COURSE SYLLABUS
Introduction to Art Music

Spring 2016
MUS 140.004
3 Credit Hours

INSTRUCTOR: Mr. Justin Wood
e-mail: woodjp1@sfasu.edu
office: MUS 266 A
office hours: by appointment

CLASS MEETING TIMES: MW(F) 2:00 pm – 2:50 pm in MUS 153 (small classroom)

COURSE DESCRIPTION (from the General Bulletin):
*This class is for non-music majors or minors only, focusing on listening to music literature of the western and American musical heritage.

CORE OBJECTIVES TO BE ACHIEVED IN THIS CLASS:
Instruction on the Core Curriculum Objectives (critical thinking, communication, teamwork, and social responsibility) and the Civic Engagement Project will be given at this time, and reinforced throughout the semester.

Goals of This Class:
- to gain a basic understanding of the elements that work together to create music
- to survey the music literature and composers of Western “classical” music from the Baroque Period to the present
- to respond critically and articulate an informed personal reaction to musical works, by critiquing live concerts
- to explore music in its relation to the other arts, the historical events of the times, and the conditions in which the music literature was created
- to develop awareness of the scope and variety of musical works
- develop an appreciation for the aesthetic principles that guide or govern music and musical compositions

PROGRAM LEARNING OUTCOMES:
List the program learning outcomes addressed in this course as identified in the course matrix for your degree program. If your department requires a listing of all Program Learning Outcomes (PLOs) on the syllabus, please identify those that are directly taught in this course. If this is a general education core curriculum course and no PLOs are taught in this course then insert the following statement under this heading:

This is a general education core curriculum course and no specific program learning outcomes for this major are addressed in this course.
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.

STUDENT LEARNING OUTCOMES:
List all student learning outcomes (SLOs) for this course including the course specific student learning outcomes that support the PLOs above. In general, SLOs in a course that support the PLOs are specific and include the exact knowledge, skill or behavior taught in the course that supports the more global PLOs. For additional information on meaningful and measurable learning outcomes see the assessment resource page, http://www.sfasu.edu/assessment/index.asp

REQUIRED MATERIALS:

EVALUATION:
Project: 20% A: 90-100, B: 80-89, C: 70-79, D: 60-69 F: 0-59
Concert Report 10%
Online Assignments/Quizzes: 20%
Unit Tests: 50%

ATTENDANCE POLICY:
The official University policy is that students are expected to attend all of their scheduled University classes. Students will, however, be excused from classes for university events and other causes at the discretion of the instructor, provided that they supply appropriate documentation. Each student will be allowed three unexcused absences; final grades will be reduced by one point for each subsequent unexcused absence. **However, I will add three points to the final grade for perfect attendance!** Students who are not present when attendance is taken will be marked absent. Tests missed during unexcused absences will not be made up; Unit Tests missed during excused absences will be made up under the instructor’s supervision. There will be no talking, eating, reading outside materials, or sleeping during class- all of these activities disrupt the learning process, and will not be tolerated. If these common courtesies are not observed, you will be asked to leave the class and receive an absence for the day.
Concert Report 1 (CR):

- The concert MUST be featured by the SFA School of Music.
- You can share/compare your personal views of the event with your guest. Also, please analyze your assumptions about the concert, as well as your guest’s, before presenting your point of view. Ultimately however, you need to reflect your personal opinion of the music that was played, your observations, and your reaction to the concert.
  - Discuss your overall performance experience. If you have anything to say about a particular piece, do so; otherwise do not feel obligated to talk about every piece on the program.
- Musical accuracy: Your description and evaluation of the concert must be clear and thorough. From your concert experience, please analyze to the best of your ability the music that you heard, and how it affects you.
  - Musical terminology: Use musical language that you understand. Discussing and analyzing the separate elements such as rhythm, melody, harmony, texture, form, or any other information learned in class is encouraged. Ideally, you will discuss how these elements are synthesized to create a successful piece of music.
  - In your conclusion, please sum up your experience, and that of your guest, in the report, based on the analysis of different elements of the concert.
- Grammar and sentence structure: As this is a university class, I expect university level writing from you; please proofread your papers carefully for errors.
- Concert Report (excluding the interview) must be between 650 and 750 words in length (or approximately two pages). Paper must be posted on D2L.
- Follow the format posted on D2L.
- If you encounter any difficulties with the syntax of your paper, resort to the Academic Assistance and Resource Center (AARC).
- You may NOT copy or paraphrase sentences from previous papers of yours written in this class.
- You may NOT plagiarize.

The due date for the Concert Report will be posted on D2L.
This concert report must be turned in through your LiveText account

Music Project:

Community Engagement in Experiencing Live Performance

This project is an integral part of experiencing music and participating in this course. All four of the core objectives listed above will be assessed, including two different forms of communication (oral and written), teamwork, critical thinking, and social responsibility.

Each student will attend a live performance offered by the SFA School of Music. In addition, each student is required to invite a guest of his/her choosing to attend the concert with him/her. As part of the project, preparation materials and a post-concert report will be developed and turned in. In all aspects of this project creativity and imagination are strongly encouraged!
1) Group portion/teamwork

- Class groups will be formed (4-8 students) to decide on a concert to attend.
- Preparation materials and post-concert questions will be developed specific to that event.
- Preparation materials might include: information about the ensemble, performers, instruments used, and/or pieces of music on the program (history, significance, etc.)
- Each student should come up with 5-8 post-concert interview questions, then the group will collectively decide on 6-10 questions to turn in and use.
  - The questions should be “open-ended”, requiring your guest to give you more than a yes or no answer. “Did you like the concert?” = BAD QUESTION. “What was your favorite part of the concert and why?” = GOOD QUESTION.
- The following question must be included on the interview question list:
  - "How effectively did the concert etiquette presentation prepare you for the concert?"
- Turn in a copy of the group interview questions on D2L. This must also include the title and date of the concert to be attended by the group.
- In addition, each team member must complete a Teamwork Assessment form (available on D2L), assessing the contributions of the other team members and the effectiveness of the exercise as a whole. These will be turned in on D2L.

2) Oral Presentation (oral communication/social responsibility)

- Each student will prepare an oral presentation that should address the following topics:
  - your own personal musical tastes and experiences (Cultural Self-Awareness) (1.5 minutes)
    - What kind of music do you listen to? Your family? Friends?
    - Have you attended any concerts? What values motivate behavior? What are the expected behaviors?
  - how this culture differs from Western art music culture (Cultural Worldview Framework) (1 minute)
    - What values motivate behavior in this culture? How are they similar/dissimilar to what you’re accustomed to?
  - discuss the expected behaviors and social interactions at a “classical” concert (Civic Responsibility/Concert Etiquette) (2.5 minutes)
- This presentation should be made in front of or shown to your guest prior to the concert
  - The presentation must be at least 5 minutes long
  - The presentation will be graded according to the Oral Presentation Rubric
- There will be a lecture on Elements of Effective Presentations

3) Concert Attendance and Recital Card/social responsibility

- Each student will attend the chosen concert with his/her invited guest.
- After the concert, each student will orally interview his/her guest using the group’s defined list of questions. This does not need to be videoed. Answers should be incorporated into Concert Report #2.
- A Recital Card can be obtained from the music office.
RC will grant you access to most paid concerts given at SFA School of Music. If lost, another RC can be purchased.

RC will enable you to obtain 1 guest ticket to 1 performance for the purpose of completing this assignment.

- You must present your student ID card to an attendant to **check in** before a concert and again to **check out** after the concert is over. This is how I will be notified about your attendance.

4) Concert Report (CR), as part of the Music Project:

- The concert **MUST** be featured by the SFA School of Music.
- You can share/compare your personal views of the event with your guest. Also, please analyze your assumptions about the concert, as well as your guest’s, before presenting your point of view. Ultimately however, you need to reflect your personal opinion of the music that was played, your observations, and your reaction to the concert.
  - Discuss your overall performance experience. If you have anything to say about a particular piece, do so; otherwise do not feel obligated to talk about every piece on the program.
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  - Follow the format posted on D2L.
  - If you encounter any difficulties with the syntax of your paper, resort to the Academic Assistance and Resource Center (AARC).
  - You may NOT copy or paraphrase sentences from previous papers of yours written in this class.
  - You may NOT plagiarize.

The due date for the Concert Report will be posted on D2L, as well as for the entire project.

As music deals with expression of subtleties in a variety of ways it is very important to keep quiet during a performance. Any audible noise or visual distraction disturbs both the performer and the other listeners. Therefore, please follow polite etiquette behavior and refrain from making noise and unnecessary motions! Being considerate to those people that have come to enjoy the music is necessary.
If I witness, or I am told by my colleagues about the presence of such disturbing activities during a concert event, I reserve the right to lower the final grade of the student by one letter!

The chart below indicates the core objectives addressed by this course, the assignment(s) that will be used to assess the objectives in this course and uploaded to LiveText this semester, and the date the assignment(s) should be uploaded to LiveText. Not every assignment will be collected for assessment every semester. Your instructor will notify you which assignment(s) must be submitted for assessment in LiveText this semester.

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>Course Assignment Title</th>
<th>Date Due in LiveText</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking Skills</td>
<td>To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.</td>
<td>Concert Report 1</td>
<td>3/9</td>
</tr>
<tr>
<td>Communication Skills</td>
<td>To include effective development, interpretation and expression of ideas though written, oral, and visual communication.</td>
<td>Concert Report 1</td>
<td>3/9</td>
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<tr>
<td>Empirical and Quantitative Skills</td>
<td>To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.</td>
<td>Music Project</td>
<td>4/27</td>
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<tr>
<td>Teamwork</td>
<td>To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.</td>
<td>Music Project</td>
<td>4/27</td>
</tr>
<tr>
<td>Personal Responsibility</td>
<td>To include the ability to connect choices, actions and consequences to ethical decision-making.</td>
<td>Music Project</td>
<td>4/27</td>
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<tr>
<td>Social Responsibility</td>
<td>To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.</td>
<td>Music Project</td>
<td>4/27</td>
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</tbody>
</table>

**ONLINE ASSIGNMENTS/QUIZZES:** There will be 9 online assignments that will take the place of meeting in class on all Fridays, so do not come to class on Fridays or you will be alone. These online assignments will include quizzes, discussion board entries, short writing assignments, reading assignments, and other types of assignments as well. **There will be 3 quizzes and all of them will be announced one class ahead of time only.** The lowest quiz grade will be dropped at the end of the term, but quizzes WILL NOT be made up for unexcused absences. For an excused absence, arrangements will be made individually with the instructor for make-up options.

**UNIT TESTS:** There will be four tests over the semester; each will count as 12.5% of your grade. Tests will be mainly multiple choice, with listening and possibly discussion components. The final exam is non-cumulative.
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 from an Internet source or another source; and (3) incorporating the words 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](http://www.sfasu.edu/policies/academic_integrity.asp)

Withheld Grades Semester Grades Policy (A-54)

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.

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. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).
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<thead>
<tr>
<th>Date</th>
<th>Description</th>
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<tbody>
<tr>
<td>1/25</td>
<td>Musical Elements, Part 1</td>
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<td>1/27</td>
<td>Musical Elements, Part 1 &amp; 2</td>
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<td>2/1</td>
<td>Musical Elements, Part 1 &amp; 2</td>
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<td>2/3</td>
<td>Musical Elements Part 2</td>
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<td>2/8</td>
<td>Musical Elements, Part 2</td>
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<td>2/10</td>
<td>Introduction to Music in Middle Ages and Renaissance</td>
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<td>2/15</td>
<td>Music in Middle Ages and Renaissance</td>
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<td>2/17</td>
<td>Music in Middle Ages and Renaissance</td>
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<td>2/22</td>
<td>Introduction to Baroque Music</td>
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<td>2/24</td>
<td>Baroque Music</td>
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<td>Baroque Music</td>
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<td>Spring Break</td>
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<td>3/21</td>
<td>Classical Music</td>
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<td>Classical Music</td>
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<td>Introduction to Romantic Music</td>
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<td>Romantic Music</td>
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<td>Romantic Music</td>
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<td>Romantic Music</td>
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<td>4/13</td>
<td>Romantic Music</td>
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<td>4/18</td>
<td>Introduction to 20th Century Music</td>
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<td>4/30</td>
<td>20th Century Music/ Final Review</td>
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<tr>
<td>5/4</td>
<td>Final Exam – In Class</td>
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Notes:
- Test 1 online through D2L
- Concert Report 1 Due online through D2L at 11:59 pm
- Spring Break – No Class
- Test 2 online through D2L
- Concert Report 2 Due online through D2L and Live Text at 11:59 pm
- Test 3 Online through D2L
- Final Exam – In Class