Stephen F. Austin State University

Introduction to Art Music (MUS 140-007)

Spring 2016

INSTRUCTOR: Mr. Carlos Gaviria

E-mail/Phone: gaviriaca@sfasu.edu, 936.468.5572

Office hours: By appointment (email me or see me after/before class)

Session: TR 12:30pm -1:45. Music building, 152.

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.

GENERAL EDUCATION CORE CURRICULUM OBJECTIVES

- Objective #1 requires students “to demonstrate awareness of the scope and variety of works in the arts and humanities.” A major goal of this course is to introduce students to the history of music in Western civilization.
- According to Objective #2, MUS 140 students should understand works of the Western musical tradition “as expressions of individual and human values within an historical and social context.”
- Objective #3, which requires students “to respond critically to works in the arts and humanities,” is appropriate for MUS 140 students, since teaching musical style is an essential part of teaching music history.
- Objective #4 asks MUS 140 students “to engage in the creative process or interpretive performance and comprehend the physical and intellectual demands required of the author or visual performing artist.”
- Students in MUS 140 should be able “to articulate an informed personal reaction to works in the arts and humanities.”
- According to Objective #6, students in MUS 140 should “develop an appreciation for the aesthetic principles that guide or govern the humanities and arts.”
- According to Objective #7, students who complete MUS 140 should have a working understanding of the ways in which cultures have interacted musically and continue to do so.

REQUIRED MATERIALS

• **Working access to D2L** (https://d2l.sfasu.edu/). Most of the assignments and unit tests will be posted there. Please become acquainted with the website as soon as possible. Please check the website on a daily basis, since new material (slides, study guides, assignments, etc.) will be posted on a regular basis. Please contact the D2L costumer support ASAP if you are having problems with access.

• **Working access to Livetext:** Livetext is the online resource used for assessment of core curriculum classes. You need to sign up for an account at https://www.livetext.com/ using your SFASU credentials.

**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.

• 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.
### CORE OBJECTIVES TO BE ACHIEVED IN THIS CLASS

<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>Community Engagement Project</td>
<td>TBA</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>Community Engagement Project</td>
<td>TBA</td>
</tr>
<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>n/a</td>
<td>TBA</td>
</tr>
<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>Community Engagement Project</td>
<td>TBA</td>
</tr>
<tr>
<td>Personal Responsibility</td>
<td>To include the ability to connect choices, actions and consequences to ethical decision-making.</td>
<td>n/a</td>
<td>TBA</td>
</tr>
<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>Community Engagement Project</td>
<td>TBA</td>
</tr>
</tbody>
</table>
EVALUATION

- **Unit Exams**: 5 Exams, 50% of the grade (10% each):
  - Elements of Music.
  - Medieval/Renaissance/Baroque Periods.
  - Classical Period.
  - Romantic Period.
  - 20th Century and beyond.

- **Written Assignments**: 40% of the grade:
  - 1 Mock concert report (10%)
  - 2 Written reports (15% each)

- **Attendance and participation**: 10%

GRADING SCALE

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>% Scale</th>
<th>Performance Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 – 100</td>
<td>Excellent</td>
</tr>
<tr>
<td>B</td>
<td>80 – 89</td>
<td>Above Average</td>
</tr>
<tr>
<td>C</td>
<td>70 – 79</td>
<td>Average</td>
</tr>
<tr>
<td>D</td>
<td>60 – 69</td>
<td>Below Average</td>
</tr>
<tr>
<td>F</td>
<td>below 59</td>
<td>Failure</td>
</tr>
</tbody>
</table>

WRITTEN ASSIGNMENTS (40%)

There will be three written assignments that will comprise 40% of the grade in this class. You will be asked to write two concert reports and a mock concert report. Detailed guidelines will be posted on D2L. You ARE REQUIRED to attend one of The Orchestra of the Pines Concerts, **Monday, March 7th at 7:30 pm OR Monday, April 25th at 7:30 pm**, in order to write these projects. Both concerts will take place at Cole Concert Hall in the music building. The other concert can be any that are featured by the SFA School of Music. Please visit [http://www.music.sfasu.edu/](http://www.music.sfasu.edu/) for a detailed schedule of upcoming concerts. Alternative venues/performances might be considered, but you must ask me first. You will need a recital card (please get it in the music office) in order to attend these concerts. It is your responsibility to plan ahead (work, social events, etc.) and make sure that you can attend either one of those two concerts.
Mock Concert Report

Details of this project are posted on D2L. The due date will be announced in one week in advance during class.

Written Assignment 1: Concert Report

Discuss the hall the music is played, the audience, the music itself (you can often gather much information about the pieces being performed by reading the concert program, but you are also expected to record your own observations), and your reaction to the concert.

- 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.
- Samples of good (and not so good) writing will be 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.

Written Assignment 2: 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 (4-5 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 5-6 post-concert interview questions, then the group will collectively decide on 5-6 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 and script presentation prepared you for the concert? Please explain.”
- Turn in a copy of the group script and 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 into LIVETEXT
- There will be a lecture on Elements of Effective Teamwork

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 a Concert Report.
- 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.

These assignments will be due on the following schedule:

- **Concert Report 1:** Tuesday, March 15th, 11:59 pm.
- **Music Project:** Tuesday, May 2nd, 11:59 pm.

The papers will be graded based on accurate observations, correct use of musical terminology, and basic writing skills such as grammar and sentence structure. It is very important that you
demonstrate acceptable behavior at these events. If I hear of unacceptable behavior from one of my students at these events, I reserve the right to lower your grade by **ONE LETTER!**

**UNIT TESTS (50%)**

There will be **five** tests over the semester; each will count as **10%** of your grade. Tests will be mainly multiple-choice, with listening and possibly discussion components. Each test will be announced one week in advance, at the end of the unit. These exams will be both online and in hard copy.

**ATTENDANCE POLICIES/PARTICIPATION (10%)**

SFA General Policy (Section A-10): “Regular and punctual attendance is expected for all classes, laboratories, and other activities for which a student is registered. For those classes where attendance is a factor in the course grade, instructors shall make their class policies known on the syllabus in writing during the first week of the term and shall maintain an accurate record of attendance. Students may be excused from attendance for certain reasons, among these are absences related to health, family emergencies, and student participation in certain university-sponsored events. **HOWEVER, STUDENTS ARE RESPONSIBLE FOR NOTIFYING THEIR INSTRUCTORS IN ADVANCE WHENEVER POSSIBLE FOR EXCUSED ABSENCES. STUDENTS ARE RESPONSIBLE FOR PROVIDING TIMELY DOCUMENTATION SATISFACTORY TO THE INSTRUCTOR FOR EACH ABSENCE.** Students with acceptable excuses may be permitted to make up work for absences to a maximum of three weeks of a semester or one week of a six-week summer term when the nature of the work missed permits. Whether excused or unexcused, a student is still responsible for all course content and assignments. In the case of absences caused by participation in university-sponsored events, announcement via My SFA will constitute an official excuse.”

**PARTICIPATION.** Students are encouraged to participate actively during the lectures. The participation grade comprises behavior in the classroom. **Disruptive, rude behavior towards me or your classmates will lower the overall participation grade.**

**EXCUSED ABSENCES.** *Excused* absences include only the following: official university functions (with proper documentation from the relevant professor/department submitted ahead of time), family emergency, and illness. In order to receive an excused absence for illness, injury or other extenuating circumstance, the student must:

- Submit an official, dated note from attending doctor, parent, Supervisor, depending on the nature of absence. **Documentation must be submitted promptly.**

**UNEXCUSED ABSENCES.** Each student is permitted **four** unexcused absences without penalty. After the permitted four absences, the student’s **final grade** will be dropped by **one**
letter grade (10 points). Each remaining unexcused absence lowers the student’s cumulative grade by 2.5%.

TARDINESS. Extensive and habitual tardiness will adversely affect your final grade. Late arrival to class is discouraged.

- THREE TARDY ARRIVALS TO CLASS EQUAL ONE UNEXCUSED ABSENCE.
  Class begins at the top the hour according to the instructor’s clock time; students entering the class after top of the hour are late, or “tardy.”

MR. GAVIRIA’S POLICIES

Please be prepared for each class. Read the pertinent chapter beforehand so you will be able to participate in class. Your class participation will make the difference between a + or a – in your final grade.

When the student has foreknowledge of absence, s/he is expected to consult the instructor proactively regarding assignments and deadlines prior to missing class. Absences are assessed on a case-by-case basis. When a student misses class, s/he is expected to proactively and promptly acquire the missed information before the next calendar class day and meet all requirements administered by the instructor. See Excused and Unexcused Absence policies above for more details.

All electronic devices must be turned OFF (not silenced) and headphones need to come off before class begins. Devices must remain off until I dismiss class. Failure to comply will result in your dismissal from that day’s class. An unexcused absence will be recorded for that day. No devices can be used for note-taking.

COURSE CALENDAR (Tentative)

Please keep in mind that this is a tentative schedule and I reserve the right to modify the amount of time spent in each unit, based on the class’s pace.

- Introduction – Elements of Music               Weeks 1-3
- The Middle ages, Renaissance and Baroque Periods      Weeks 3-6
- The Classical Period                               Weeks 6-8
- The Romantic Period                                 Weeks 9-13
- The 20th Century and Beyond                        Weeks 13-16

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
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

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/.

Important Dates

March 12-20: Spring Break

March 23: Last day to drop courses without WP or WF
March 24: Easter Break

Please do not hesitate to contact me regarding class content and extra help!!

Have a great semester!