

Springfield College in Illinois

Fall, 2006  
Room: D 103  
Mondays, 6-10pm

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**FIRST NIGHT ASSIGNMENT:**

**Oct 16 COME TO CLASS WITH "SHORT PAPER" #1 COMPLETED**—subject:

"In what ways is music significantly important in the U.S. today?"

- Pre-test on course subject matter.
- Class discussion: "What about music in the U.S. today?"
- Unit 1—Elements of music—read pages 3-57 in the text

**MUS 110 Music Appreciation – 3 credit hours**

- I. **Description:** Recognition of instrumentation, primary knowledge of types, forms, and periods of music. Critical listening to recorded music.
- II. **Textbook and materials:** Required text: Music: An Appreciation—Fourth Brief Edition; by Roger Kamien; McGraw-Hill. Other materials will be distributed during the course of study.
- III. **Mission Statement:** The mission of Springfield College in Illinois is to provide students the best liberal arts education in the Ursuline tradition of a nurturing faith-based environment. We prepare students for a life of learning, leadership and service in a diverse world.
- IV. **Goals, objectives, and student learning outcomes:**
  - a.) **Goals:**
    - Students will have a general understanding of the development and societal contest of music culminating in current popular music in the United States.
    - Students will have a general understanding of the characteristics, composers/musicians and characteristic musical compositions in each major historical period and style, beginning with the music of the Middle Ages.
  - b.) **Objectives:**
    - Content Knowledge (Lifelong Learning) CK-1. Know and apply the central concepts of the subject matter.
    - Communication Skills (Lifelong Learning and Leadership) CS-1. Communicate effectively in oral and written forms.
    - Problem Solving Skills (Lifelong Learning and Leadership) PS-2. Seek information and develop an in-depth knowledge base, grounded in research.
    - Goal Perspectives (Diversity) GP-1. Recognize the importance of diversity of opinions, abilities, and cultures.
  - c.) **Student learning outcomes:**
    - CBSLO-1. By examining the building block elements of music, the student will understand and identify the various elements of music (and other arts)—sound/tone color, rhythm, texture, form, dynamics, tempo, lyrics, instruments, and meter. CK-1, PS-2

- CBSLO-2. By examining the characteristics of each of the major historical periods and styles of music (Middle ages to current), the student will identify and understand how the use of and combination of those elements changed over the course of the flow of music from the Middle Ages to the present. CK-1, GP-1
- CBSLO-3. By examining characteristic composers/performers in each period/style, the student will identify by name characteristic composers/performers and composition names in each major historical period and style of music, and be able to list some life facts about each person. CK-1, GP-1
- CBSLO-4. By examining how music mirrors and affects the culture in which it exists, the student will recognize several characteristic musical compositions and identify the historical period and style of each. CK-1, CS-1, PS-2, GP-1
- CBSLO-5. By examining the relationship of music to the other arts in each period and how music and the other arts affect the culture in which they exist, the student will describe the interchange between arts and the society in which they existed in each historical period. CK-1, CS-1, PS-2, GP-1

V. **Teaching methods/delivery system:** Lecture, reading, discussion, listening to recorded examples, class presentations, research, writing assignments, assessments, and assessment retakes.

VI. **Course requirements:**

- a.) **Class attendance**—On-time attendance at each class session is expected--tardiness and absences will negatively impact student's grade. Attendance will be taken at the beginning of each evening and after each break.
- b.) **Reading assignments**—Each student is expected to come to class with assigned material read and digested, and ready to question/discuss (see course outline below); CK-1, PS-2, GP-1
- c.) **Assessments**—There will be four tests and a final exam (see course outline below). Each of these will consist of a written component (objective and subjective questions) and a listening/identification component. CK-1, CS-1, GP-1
- d.) **Written assignments**—
  - A research paper will be required (CK-1, CS-1, PS-2, GP-1). The paper shall consist of a title page (title of the paper and the student's name), a four- to five-page body (typewritten, double-spaced, margins of not more than 1.5 inches on all sides), and a "Works Cited" page. Use a minimum of three books for references, which must be cited in the body of the paper. Use may be made of encyclopedic material, periodical articles, and Internet articles, all of which should be cited in the paper body and noted on the "Works Cited" page. It is expected that the submitted paper will demonstrate the student's ability to prepare research papers at a college level, using a style of paper preparation such as the MLA style.

- “Short Paper” topics will be assigned (CK-1, CS-1, GP-1). These are “thought” papers assigned on specific topics, are designed to provide students an opportunity to go beyond assigned reading, to think for him/herself in a creative fashion, and will be typed, double-spaced, and one-half-page maximum in length. All writing assignments are due at the beginning of the assigned session.
  - Grades on material submitted late will receive a significant reduction in grade, no matter the reason.
- e.) **Plagiarism:** Plagiarism equates to “using” someone else’s work (ideas and/or words) by presenting them as if they are the student’s original work. This is literary dishonesty and is not acceptable. A minor infraction will earn an “F” on the assignment and a major infraction will earn an “F” for the course. As noted in the SCI Student Handbook, plagiarism is a serious breach of conduct standards and will result in disciplinary action. To avoid plagiarism, simply cite the source(s), such as seen in the MLA guidelines.
- f.) **Extra credit**—Extra credit will be given for any of the following: (1) writing one additional paper; (2) concert attendance of instrumental music (orchestra, band, instrumental chamber group, solo instrumental recital), vocal/choral music (choir/chorus, chamber choir, madrigal choir, solo vocal recital), dramatic (opera or stage musical), popular music (rock group, solo singer/instrumentalist, jazz group), or something related to world music (instrumental or vocal/choral)--a one- to two-page critique/review for each concert/program will be required; (3) a “doing/demonstration” project--see Mr. Stephens for suggested options. Extra Credit will be added to the appropriate line item of the grade components (see VII. below).

VII. **Means of evaluation:**

- 20% Class participation (attendance, discussion participation, listening, writings)
  - 10% “Short Paper” writings
  - 10% Quizzes and tests
  - 30% Research paper
  - 30% Final exam
- Grading scale: A 91-100%; B 81-90%; C 71-80%; D 60-70%; F 0-59%

VIII. **Topical Course Outline**

Oct 16 **COME TO CLASS WITH “SHORT PAPER” #1 COMPLETED**—subject:

- “In what ways is music significantly important in the U.S. today?”
- Pre-test on course subject matter.
  - Class discussion: “What about music in the U.S. today?”
  - Unit 1—Elements of music—read pages 3-57 in the text
    - Video segments to be watched in class: Blast, Stomp, Moschen, Kodo drums
    - Class discussion on each element
  - Assignment of “Short Paper” #2 topic
  - Review for test #1
  - “Minute write” (student assessment of evening’s class)

Oct 23 "Short Paper" #2 due

- Test #1 (on Unit 1)
- American music family tree (material to be distributed in class)
- Unit 2—Middle Ages and Renaissance—read pages 59-87
- Unit 3—Baroque Period—read pages 89-143
  - Video segment on the life of J.S. Bach
- Assign "Short Paper" #3 topic
- "Minute write"

Oct 30 "Short Paper" #3 due

- Unit 4—Classical Period—read pages 145-201
  - Video segment on the life of Ludwig van Beethoven
- Unit 5—Romantic Period—read pages 204-277
  - Video segments on the life of Franz Liszt, and from Fantasia
- Review for test #2
- Discussion of research paper topic and outline which is due next week
- "Minute write"

Nov 6 RESEARCH PAPER TOPIC AND OUTLINE DUE

- Test #2 (on Units 2-5)
- Unit 6—Twentieth Century (serious music, including electronic music)—read pages 279-359
- Unit 7—American musical and cinematic music—read pages 373b-378a
  - A variety of video segments to be watched
- Review for test #3
- Assign "Short Paper" #4 topic
- "Minute write"

Nov 13 Research paper topic and outline returned to students with "guiding suggestions"

- "Short Paper" #4 due
- Test #3 (on Units 6 and 7)
- Unit 8—Blues—read pages 362-365
- Unit 9—Jazz—read pages 360-373
  - Video segments on jazz to be watched
- Review for test #4
- Assign "Short Paper" #5 topic
- "Minute write"

Nov 20 "Short Paper" #5 due

- Test #4 (on Units 8 and 9)
- Unit 10—Rhythm & Blues (material to be distributed)
- Unit 11—Rock & Roll—read pages 378-383
  - Video segments on R&B and R&R to be watched
- Class discussion on the R&B and R&R family trees
- Class discussion/review impact of Latin American music
- Discussion of research paper and questions
- "Minute write"

Nov 27 RESEARCH PAPER DUE

- Unit 12—Non-western music (primarily Native American, African, Eastern)—read pages 385-398
- Unit 13—Folk (country and gospel included)
- Review for final exam
- “Minute write”

Dec 4 Research papers returned

- Research paper presentations
- Video segment to be watched: 21<sup>st</sup> century music
- Class discussion on where music seems to be headed
- Final exam

IX. **Americans with Disabilities Act (ADA)**

Springfield College in Illinois provides individuals with disabilities reasonable accommodations to participate in educational programs, activities, and services. Students with disabilities requiring accommodations to participate in college-sponsored programs, activities, and services or to meet course requirements should contact the Director of the Resource Center as early as possible.

X. **Assessment: Classroom assessment techniques**

Goals, objectives, and learning outcomes that will be assessed in this class are stated in this syllabus. Methods of assessment will be: class discussions, final exam (on May 1), quizzes, tests, assigned “Short Paper”s, and quick write exercises at the end of each class. These tools will be used to give input to the instructor so that he can work to provide continuous improvement of instruction. Students are expected to take part in all assessment measures.

XI. **Illinois Articulation Initiative (IAI):**

Music 110 has been approved by the Illinois Articulation Initiative as meeting the criteria stipulated for IAI FI 900.