

Music Appreciation Syllabus I

MUSC 131 – Music Appreciation Syllabus
Campbell University – Distance Education
Prerequisites: None

Instructor: Fletcher Stubbs

Term: Spring I 2012

Jan. 9, 2012 – Mar. 5, 2012

Day: Class meets weekly on Tuesday nights. **Online assignments will be due on Mondays at 1:00pm of each week. Discussion Boards are due by Sundays at 9:00pm. Late assignments and Discussion Boards will be accepted but will not receive full credit.**

Time: Students are expected to complete assignments weekly

Phone: 910-324-2232

Email: stubbsf@campbell.edu

COURSE REQUIREMENTS

Course Description

Music Appreciation is designed to give an understanding of music and its purpose in our world.

Study of music history, performance, and elements will be a significant part of the course.

Required Textbook

Music: An Appreciation - sixth brief edition and later editions

The book includes a five CD set (4 listening CDs and 1 CD-ROM) and an online learning center.

The ISBN number is 978-0-07-332637-5.

Expected Learner Goals or Outcomes

Students should be able to demonstrate the following:

- Respond emotionally and intelligently to a wide range of music representing many styles and cultures.
- Understand the social uses of music and to value music accordingly.
- Recognize music as an important marker of its time and culture.
- Develop knowledge and understanding of, and respect for, superlative human musical achievement.
- Acquire an overview of their own musical heretage and learn why music is an essential ingredient of all human cultures.

Expectations of Students

Students are expected to participate in all phases of the class, including discussions. Required readings must be completed before class. Online assignments are due on Sundays at 5:00pm of each week.

- Identify musical terms and principles
- Gain an understanding of music history
- Apply terminology to show understanding of significant historic musical examples
- Increase understanding of the need to study music and other fine arts
- Increase understanding of the use of computers, software, and Blackboard Academic Suite

Internet/Email Requirements: This course utilizes email, and the Blackboard Learning system. Students are required to have and regularly monitor a valid email address and internet service provider. A Campbell University email account is preferred. Students will be contacted in most cases via the Blackboard platform. Students are directed to ensure that the email address entered in the Blackboard system is functional.

CAMPUS REQUIREMENTS

Mission Statement

The mission of Campbell University is to graduate students with exemplary academic and professional skills who are prepared for purposeful lives and meaningful service. The University is informed and inspired by its Baptist heritage and three basic theological and biblical presuppositions: learning is appointed and conserved by God as essential to the fulfillment of human destiny; in Christ all things consist and find ultimate unity; and the Kingdom of God in this world is rooted and grounded in Christian community. The University embraces the conviction that there is no conflict between the life of faith and the life of inquiry.

To fulfill its mission, the University:

- I. presents a worldview informed by Christian principles and perspectives;
- II. affirms that truth is revelatory and transcendent as well as empirical and rational, and that all truth finds its unity in Jesus Christ;
- III. influences development of moral courage, social sensitivity, and ethical responsibility;
- IV. gathers a diverse community of learners;
- V. delivers academic instruction in the liberal arts and sciences and professional preparation at both undergraduate and graduate levels;
- VI. transfers to students the vast body of knowledge and values accumulated over

- the ages;
- VII. encourages students to think critically and creatively;
- VIII. fosters the development of intellectual vitality, physical wellness, and aesthetic sensibility;
- IX. forges a community of learning that is committed to the pursuit, discovery, and dissemination of knowledge;
- X. provides students with servant leadership opportunities;
- XI. cooperates with other educational institutions to expand learning opportunities for students;
- XII. offers service and other opportunities to the greater community through athletics, continuing education, cultural enrichment programming, and extended-campus education.

<http://www.campbell.edu/campus/glance/index.html> Website
<http://www.campbell.edu/content/75/catalog-09-11-final.pdf> Campbell Catalog,
page 7 printed page, actual page 13

Campbell University's Statement of Purpose:

Campbell University is a university of the liberal arts, sciences, and professions which is committed to helping students develop an integrated Christian personality characterized by a wholeness that includes: a method of critical judgment; an appreciation of our intellectual, cultural, and religious heritage; and a sensitive awareness of the world and society in which they live and work with persons.

This course is consistent with the aforementioned purpose and provides students a positive environment for learning.

ADA Statement: Student Support Services:

Students with documented disabilities who desire modifications or accommodations should contact the office of Student Success located in the University's Student Services Building (located between Carter Gym and the Wallace Student Center).

For academic and disability services, contact:

Laura Rich, Director of Student Success

Student Services Building, room 113

910-814-4364, or supportservices@campbell.edu

Website: <http://www.campbell.edu/success>

For counseling services, contact

Christy Jordan, University Counselor

Avrette House, 60 Pope Street

910-814-5708 or 910-814-5709

Website: <http://www.campbell.edu/student-services/counseling-services/>

For career services, contact:

Jayne Lachapelle, Career Services Coordinator

Student Services Building, room 116

910-814-5707, or career@campbell.edu

Website: <http://www.campbell.edu/student-services/career-services/>

Attendance: Campbell's attendance policy states that regular attendance is mandatory. Students may miss only 15% of classes. Any student missing more than 15% of classes may fail the course due to a lack of attendance.

Classes meeting one time per week - 1 class per 9 week term
(This includes blended classes).

Classes meeting 2 times per week - 3 classes per 9 week term.

Classes meeting 3 times per week - 4 classes per 9 week term.

Students who are aware that they will miss a class should inform the instructor *before* the class.

Missed Classes: Scheduled class assignments (tests, quizzes, etc.) may be re-scheduled or made-up with a prearranged, excused absence.

Grading Policies

Official grades are issued for each student at the end of the term. Students will be graded by the letter grade system shown below.

A: 90 - 100 percent

B: 80 - 89 percent

C: 70 - 79 percent

D: 60 - 69 percent

F: 60 and below

Incomplete Work: Instructors will issue grades of incomplete in conjunction with the Director of Distance Education, and the guidelines provided in the University Catalog .

Inclement Weather: Campbell University's policy is to remain in operation during periods of inclement weather. If extreme or emergency weather develops, the University will work through

those situations as they develop. Distance Education courses will continue to run. Outages to the Blackboard server will be coordinated.

Plagiarism: Plagiarism is any use of another person's words or ideas without giving proper credit to the person from whom you borrowed the words or ideas. Plagiarism is the theft of intellectual property. Plagiarism includes the following:

Failing to cite properly any direct or indirect quotation(s) from professionally written materials (books, journal articles, etc.) student papers, projects, or presentations, etc.

Submitting as your own work a paper, project, or presentation that you did not compose (that is, write, compile, draw, etc.).

Allowing another person to write your paper or develop your presentation or assignment.

Students who plagiarize will be subject to failing the assignment and/or failing the course. Additional sanctions may be imposed by the Campus Director. See the extended Campus Student Handbook for further information.

Turnitin.com: "Turnitin.com" is a web-based service that provides online reviews of written material to judge if it has been copied from another source. Turnitin.com is used to evaluate the possibility of a student plagiarizing or cheating on written material. The instructor may require students to submit written work in an electronic format for the purpose of utilizing the Turnitin.com service.

Schedule of Course Activities and Response Methods and Times

MUSC 131-Music Appreciation Course Schedule]

<i>Week</i>	<i>Reading Assignment (Class Discussion)</i>	<i>Readings and Assignments Weekly Discussion Boards (On Line)</i>	<i>Weight Type</i>	<i>Points Awarded</i>
1	Introduction/Unit 1- The Elements	Chapters 1-10 (Assignment 1-2)		160
2	Unit II-Middle Ages/Renaissance	Chapters 1-2 (Assignments 3)		104
3	<u>Unit III-The Baroque</u>	Chapters 1-15 (Assignments 4-5)		159
4 Mid Term Exam (in class and take home)	Unit IV-The Classical	Chapter s 1-12 (Assignments 7)		104

5	Unit V-The Romantic	<i>Chapters 1-9</i> <i>(Assignments 7)</i>		105
6	Unit V-The Romantic	<i>Chapters 10-18</i> <i>(Assignment 8)</i>		105
7	Unit VI-The Twentieth Century	<i>Chapters 1-16</i> <i>(Assignment 9)</i>		104
8	Unit VI-The Twentieth Century	<i>Chapters 17-20</i> <i>(Assignment 10-11)</i>		160

Course Content

I. Elements of Music

- A. The Elements**
- B. The Physics of Music**
- C. The Instruments of Performance**
- D. The Style Periods**

II. Middle Ages and Renaissance

- A. Characteristics of the Middle Ages and Renaissance**
- B. Music of the Middle Ages**
- C. Music of the Renaissance**

III. The Baroque

- A. Characteristics of the Baroque**
- B. Characteristics of Baroque Music**

C. Musical Form

D. Composers

IV. The Classical Period

A. The Classic Style

B. Composers

C. Musical Form

V. The Romantic Period

A. Romanticism in Culture and Music

B. Composers

C. Vocal Music

D. Instrumental Music

VI. The Twentieth Century

A. Styles from 1900-1945

1. Composers

2. Characteristics of the Music

B. Styles since 1945

1. Composers

2. Characteristics of the music

C. Jazz

1. Types of Jazz

2. Composers/Performers

D. Music for Stage and Screen

1. Broadway Theater

2. Screen

E. Rock

1. History

2. Elements

Blended learning is a combination of classroom and online learning where online learning replaces some classroom instruction. Blended courses provide some of the conveniences of online courses without the complete loss of face-to-face contact. The majority of instruction will take place in the classroom.

To ensure compliance with the definition above, Blended Courses at the Camp Lejeune Extended Campus

will be extended fifteen minutes for each class session. Times will be modified as follows:

5:15-7:40-evening-early

7:50-10:15-evening-late

1130-1300-Lunchtime classes

The General Education Competencies and Learning Outcomes of Campbell University are as follows:

I. Reading: Textual and Non-Textual:

- 1. Students will be able to read competently in English from a variety of source types (e.g., mathematic, scientific, literary).**
- 2. Students will have basic reading comprehension in a second language.**
- 3. Students will be able to read with understanding, so as to be able to apply discipline methodologies and theories in the areas of Fine Arts, Humanities, Mathematics, and the Sciences.**
4. While reading, students will be able to recognize logical and compositional structures of various disciplines.
 - 4.1. Students will be able to comprehend various linguistic, compositional elements and processes leading from a topic sentence to a conclusion.
 - 4.2. Students will be able to comprehend conclusions based on numerical and graphed data.

4.3. Students will be able to interpret and apply mathematical formulas.

4.4. Students will be able to read compositional elements and themes present in literature and the arts.

II. Mathematics: Practical, Logical, and Speculative.

1. Students will be able to solve problems that include basic skills necessary for life.

1.1. Students will be able to multiply, divide, add, subtract, and operate with fractions, decimals, and proportions.

1.2. Students will be able to solve real world problems based on these primary skills.

2. Students will be able to think logically and organize information concerning algebraic problems.

2.1. Students will be able to use formulas and equations to create graphs and derive information.

2.2. Students will be able to use appropriate mathematical terms and symbols.

3. Students will be able to use statistical inferences and elementary probability to aid in decision making and problem solving.

3.1. Students will be able to calculate measures, determine probabilities, test hypotheses, and test correlations using their mathematic skills and logic.

3.2. Students will be able to apply their mathematical skills to understand scientific results of experimentation.

al Thinking: Inquiry, Analysis, and Solution.

1. Students will be able to make discipline specific inquiries.
 - 1.1. Students will be able to use a variety of discipline-specific methods to recognize the existence of a problem.
 - 1.2. Students will be able to use the proper methodologies to form questions about a problem at hand, and the implications of the question.

2. Students will be able to solve a problem which has been discovered and defined.
 - 2.1. Students will learn to form relevant and concrete questions concerning evidence of a problem.
 - 2.2. Students will be able to analyze the evidence defining a problem.
 - 2.3. Students will be able to construct well-supported, clearly articulated, and sustained arguments based on evidence.

3. Students will be able to reach a logical solution.
 - 3.1. Through asking the right questions, students will be able to eliminate false assessments and solutions.
 - 3.2. Students will be able to recognize a true solution and articulate the reasons for making that recognition.

IV. Communication: Verbal and Non-Verbal.

1. Students will learn to communicate verbally in written form.
 - 1.1. Students will be able to write an essay with a focused purpose.

- 1.2. Students will be able to support the essay's purpose with a logical and organized sequence of ideas and evidence.
 - 1.3. Students will be able to use the proper level of diction for the subject and the audience of their essay.
 - 1.4. Students will be able to use proper documentation for their essay's discipline and the discipline's methodology.
 - 1.5. Students will learn to minimize errors in spelling.
 - 1.6. Students will learn the basic computer software applications which can aid in their essay's presentation.
2. At a basic level, students will learn to communicate through a language and culture not their own.
 - 2.1. Students will learn the compositional and communicative elements of a second language.
 - 2.2. Students will learn elements of a culture associated with a second language.
3. Students will learn a variety of primarily non-verbal means of communication.

Students will learn a variety of non-verbal means of communication, such as spatial, graphic, mathematical, theatrical, aural, and visual.

Students will learn the process of combined oral and visual presentation in a public setting.

V. Clarity in Value Formation: Spiritual, Interpersonal, and Physical.

Students will learn the sources, purposes, and processes of American national and spiritual sensibilities.

- 1.1. Students will learn the basic methods of reading the Bible.

1.2. Students will learn the basic forms of Judeo-Christian ethics and ideals.

Students will learn basic differences between major world religions.

Students will learn the historic sources and events of the American process of democracy.

Students will learn the rich diversity in worldviews created by differing theological, political, social and economic systems.

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2. Students will learn the sources and purposes of their interpersonal sensibilities.

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2.1. Students will learn theories and models of human personality types.

2.2. Students will learn theories of the dynamics within human groups.

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3. Students will learn the sources and benefits of physical well-being.

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Students will learn the means of creating and maintaining physical well-being.

Students will experience various physical activities as a means to learn the benefits of physical conditioning.

Students will demonstrate a minimum proficiency in a physical activity (e.g., swimming, running, basketball, etc.).

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VI. Student Use of Technology: In the Sciences, Arts, and Humanities.

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1. Students will learn to use technology in the laboratory, in the classroom, and for a variety of research efforts.

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1.1. Students will become familiar with available technology and its operation in the science laboratory, in classroom situations, and in research endeavors.

1.2. Students will learn the means of setting up and running experiments using equipment in a laboratory setting, and in other research situations.

1.3. Students will learn to decipher and interpret conclusions drawn from their use of technology in the laboratory and in other research situations.

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2. Students will learn to gather information using technology in the library and on the internet.

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2.1. Students will learn a library's digital organization, (e.g., homepage, search tools, catalogues, etc.).

2.2. Students will learn to use the library's digital resources to gain primary and secondary information.

2.3. Students will learn to use the resources of the internet properly in order to gain quality primary and secondary texts, images, and sounds.

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3. Students will learn how to use technology to present the information they have gathered.

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3.1. Students will learn the processes of creating visual and oral presentations by using software such as Microsoft PowerPoint and Office.

3.2. Students will learn to use technology for use in learning group activities (e.g., Blackboard, etc.).

3.3. Students will learn to use technology to assess the proper use of documentation (e.g., Turnitin.com, etc.).

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