I. COURSE DESCRIPTION

This class is for non-music majors or minors only, focusing on listening to music literature of the western and American musical heritage.

II. COURSE OBJECTIVES

- 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 primarily from the Classical Period to the present.
- To respond critically and articulate an informed personal reaction to musical works after attending 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
- To develop and appreciation for the aesthetic principles that guide or govern music and musical compositions

PROGRAM LEARNING OUTCOMES

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 email account. If you forward your SFA email to another account and do not receive an email concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these emails. If you have questions about LiveText call ext. 1267 or email 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.

<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>Music Time Capsule Project Written Report</td>
<td>Due the Week of the Midterm on D2L.</td>
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<tr>
<td>Communication Skills</td>
<td>To include effective development, interpretation and expression of ideas though written, oral, and visual communication.</td>
<td>Music Time Capsule Project Written Report Oral Presentation</td>
<td>Due the Week of the Midterm on D2L.</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>TBA</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>Music Time Capsule Project Teamwork Assessment</td>
<td>Due the Week of the Midterm on D2L.</td>
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<tr>
<td>Personal Responsibility</td>
<td>To include the ability to connect choices, actions and consequences to ethical decision-making.</td>
<td>TBA</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>Music Time Capsule Project Written Report</td>
<td>Due the Week of the Midterm on D2L.</td>
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III. TEXT AND MATERIALS


-Access to D2L ([https://d2l.sfasu.edu](https://d2l.sfasu.edu)). 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 customer support ASAP if you are having problems with access.
IV. **ATTENDANCE**

Regular attendance is critical to your success in this class and attendance at every class meeting is expected. **FOUR unexcused absences are allowed.** Any unexcused absence past four will result in a reduction of one letter grade per absence.

Excused Absences:

1. Serious Illness (must present a doctor’s excuse)
2. Illness or death of a family member
3. University-related trips
4. Major religious holidays
5. “Reasonable cause for non-attendance” as determined by the instructor

Students are expected to participate in class discussions and actively listen to music in class. **Sleeping, text messaging, reading or doing other work are not allowed.** Attendance is taken each class period by signing the attendance sheet. It is **your responsibility** to sign the attendance sheet. I will collect the sheet at the conclusion of each class. Frequent tardiness will negatively affect your grade.

V. **COURSE REQUIREMENTS**

**Grading Policy**

Grades will be determined as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Exams (3 exams plus listening)</td>
<td>100</td>
</tr>
<tr>
<td>Final (1)</td>
<td>100</td>
</tr>
<tr>
<td>Concert Review</td>
<td>75</td>
</tr>
<tr>
<td>Time Capsule Project</td>
<td>75</td>
</tr>
<tr>
<td>Class Participation/Preparation</td>
<td>50</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>600</strong></td>
</tr>
</tbody>
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**Grading**

- A  90-100%
- B  80-89%
- C  70-79%
- D  60-69%
- F  Below 60%

**Exams (4)**

There will be three exams and one final exam given throughout the semester. The instructor will announce exam dates at least a week in advance. All tests will have a listening component administered **in class** because the goal in this class is to listen to music actively and intelligently. Some exams may be online, details will be given later in the semester regarding online exams.

**Final Exam:** Friday May 11th, from 8-10 AM

**Concert Review**

The student will attend a concert during the course of this semester and will write a review of the concert to turn in on the final exam. The review must be at least 750 words long (3-4 pages) and must be submitted in person. **DO NOT WAIT UNTIL THE LAST WEEK OF CLASS TO GO TO CONCERTS!**

**Due:** by the Final Exam
You will turn in:
One four page paper with Part 1 and Part 2 clearly listed. The paper must have an introduction, body paragraphs, and a conclusion for each part of the concert review.

Part 1: Personal experience and expectations (50%)
• Use the first 2 pages of the paper to discuss the following:
  • Your expectations for the concert (it may be a good idea to do this ahead of time)
    o Discuss your own personal musical tastes and experiences (Cultural Self-Awareness)
    o What kind of music do you listen to? Your family? Friends?
    o Have you attended any concerts? Describe your experience(s). What values motivate behavior in the musical culture? What are the expected behaviors at this type of concert?
  • How does this musical culture differ from the culture experienced at the concert you attended, or does it?
    o What values motivate behavior in Western art music culture? How are they similar/dissimilar to what you’re accustomed to?
  • How did the expected behaviors and social interactions at a “classical” concert differ from past experiences?
    o Were they followed at this concert? How do you feel about them?

Part 2: Concert Experience (50%)
• Use the next 2 pages of the paper to describe your concert experience
  o Discuss the hall the music was performed in
  o Discuss the audience
  o Most importantly, discuss the music itself using the musical terminology learned in class
• What was your overall reaction to the concert? (It's OK to have a negative reaction)
  o Tell the reasons that you enjoyed or did not enjoy the concert
  o Discuss whether you feel the performers have skill/talent as musicians
  o Can you appreciate the talent of the performers even if you do not care for the genre or style of music?

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 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.

You may NOT plagiarize. Put everything in your own words. If caught plagiarizing, the student will receive and automatic “Zero” for the assignment.

Attending Live Classical Concerts:
1. Get there early
2. Wear conservative clothes
3. NO TALKING DURING THE CONCERT
4. NO CELLPHONES USED. PERIOD!
5. You must stay for the full concert. (DO NOT ATTEND IF YOU DO NOT HAVE ENOUGH TIME)
6. Clap after the concert – wait to clap if you don’t know when to clap between compositions.
7. Walk out in an orderly manner
8. NO EATING, DRINKING, CELL PHONE OR TALK DURING ANY CLASSICAL CONCERT HERE AT SFA!

If I witness, or my colleagues tell me about the presence of such disturbing activities during the concert even, I reserve the right to lower the final grade of the student by one letter!

Time Capsule Project
Historical background

The Voyager program was an American scientific program that launched two unmanned space missions, the probes Voyager 1 and Voyager 2, launched in 1977. Included with each probe is a Golden Record.

The Voyager Golden Records are phonograph recordings, which contain sounds and images selected to portray the diversity of life and culture on Earth, and are intended for any intelligent extraterrestrial life form, or for future humans, who may find them. Here is link if you would like to learn more about this program.

http://en.wikipedia.org/wiki/Voyager_program

Part 1: Planning Portion/ Peer Review (Teamwork/Critical thinking)

The class will work on their teamwork skills by breaking up into groups (assigned by the instructor during the first three weeks of class) with the charge of creating a list of ten selections that will represent the diversity of musical expression of the Western World (the world that we live in). Do your best to include pieces from varying chronological, stylistic, and cultural settings. Each individual member will first create his/her list of ten selections. This will also be used for The Report (see below). The team will then work together to create a final list, the process and results of which will be the subject of The Report (see below). Once the Teamwork portion is finished, each student will complete and submit a Teamwork Assessment Form/ Peer Review Form (available on D2L). This form evaluates the contributions of each member of the team and will be kept confidential.

Remember to think globally instead of only locally or individually; the purpose of this project is to pick music that encompasses the sum of Western musical achievement. It is possible to include selections of music that you may not personally like or identify with. Use the Internet to listen to different types of music. Use your class notes, textbook and online recordings. Consult with your classmates, friends, siblings, cousins, parents, grandparents, etc., to gain a broader perspective.

You can look at the Contents of the Voyager Golden Record to help with some ideas.


Teamwork is very important in your future careers. Employers look in their future employees the ability to work, organize and complete group tasks. This part of the Music Time Capsule Project will help you gain some of these skills.

I will email you in the online class or if you are in the face-to-face class pick the members of your group during class. You will get your teams together before the first test. There will be about four members in each group. If your group has members that are NOT contacting or doing the group work, you can mark them down in the Teamwork Assessment form/Peer Review Form.

As soon as you get your group members, I would recommend you start to work on the group work. You must start working your group by the first test (Unit 1 Tests). The Teamwork Assessment form/Peer Review Form is due the week of the Midterm, however you can turn it in once you have completed your group work. I would estimate
that it would take from two to four hours to complete the group work. While you have half of the semester to complete this assignment, you need to get together online, videoconference, email, chat, etc. to complete this part of the assignment as soon as possible. You need this part to complete part two of Music Time Capsule Project (The Report).

The official method of communicating in this class is via email. If your group members all agree on another method of communication, that is fine, however if you are unable to communicate with a member of the group, use the email in D2L. You must check your D2L at least once a day during the school week so that others can communicate with you for this project.

Part 2: Report on the class project (Critical thinking/Written communication/Oral communication)

The Report (Home Work – This part will be completed outside of class.)
Write a 650-word report (about 2 pages, double-spaced, 1-inch margins, 12-point font) discussing the process of how your group selected its list of ten musical selections. What was your group’s thought process? Discuss how your group selected the merits used to pick the musical selections. Discuss whether this list of music selections would be valid twenty, one hundred, or one thousand years from today? Were there any musical sections you would add or delete? Why or why not? Do the group’s choices match your own? Please include your own list of selections (different from the group) that you would pick for a Music Time Capsule. Discuss the process by which you came up with your list. Discuss the merits you used to narrow the musical selections to your final ten. Also if you talked to your classmates, friends, siblings, cousins, parents, grandparents, etc., to gain a broader perspective, talk about that process. You will turn in this Report to me the week of the midterm.

TENTATIVE COURSE CALENDAR

The class will be broken up into three major units with an exam after each unit. The final exam will be cumulative drawing from all units, but will focus on the Baroque era.

UNIT 1: Elements, Popular Music, World Music (three weeks)
UNIT 2: Twentieth Century, Late Romantic (five weeks)
UNIT 3: Early Romantic, Classical (five weeks)
UNIT 4: Baroque (two weeks)

Final Exam: Cumulative with an emphasis on Baroque

Academic Integrity (4-9.1)

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
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/.

Office Hours
Office hours are by appointment. To schedule an individual meeting, please contact the instructor via email.