Stephen F. Austin State University

Introduction to Art Music (MUS 140-005)

Spring 2019

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 to set it up)

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.
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.

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>Course Assignment Title</th>
<th>Date Due to Dropbox</th>
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</thead>
<tbody>
<tr>
<td>Critical Thinking Skills</td>
<td>To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.</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>Concert Report</td>
<td></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>Teamwork Assessment Part 1-3</td>
<td>TBA</td>
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<td></td>
<td>As part of the Community engagement project</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>
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STUDENT LEARNING OUTCOMES:

- 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 Middle Ages 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 an appreciation for the aesthetic principles that guide or govern music and musical compositions

Course Calendar

MUS 140 “Introduction to art music” (3 credits) typically meets twice each week (Tuesday/Thursday) in 75-minute segments for 15 weeks. Students have listening assignments, are expected to attend two performance outside class hours, take five exams and submit a written concert report and a written community engagement project. These activities average at a minimum 6 hours of work each week to prepare outside of classroom hours.

EVALUATION

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

- **Written Assignments**: 40% of the grade:
  - 2 Written reports (20% each)

- **Attendance and participation**: 10%

GRADING SCALE

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>% Scale</th>
<th>Performance Rating</th>
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</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>
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WRITTEN ASSIGNMENTS (40%)

There will be two written assignments that will comprise 40% of the grade in this class. You will be asked to write two concert reports. Detailed guidelines will be posted on D2L. You ARE REQUIRED to attend one of The Orchestra of the Pines Concerts, Wednesday, February 20th at 7:30 pm OR Tuesday, May 7th 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, except jazz or rock concerts, as these deal with subjects that are explored in other classes. Please visit http://www.music.sfasu.edu/ for a detailed schedule of upcoming concerts. Alternative venues/performances might be considered, but you must ask me via email first and I have to send you an email authorizing you. You will need a recital card (please get it in the music office) 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.

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 in the CEP) must be between 650 and 750 words in length (or approximately two to three pages). Paper must be uploaded 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 (35% of the grade)

- 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 5-8 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.
- There will be a lecture on Elements of Effective Teamwork

3) Concert Attendance and Written Report/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. Keep in mind that the Concert Report (excluding the questions and answers provided by your
These assignments will be due on the following schedule:

- **Concert Report 1:** Tuesday, March 5th, 11:59 pm.
- **Community Engagement Project:** Friday, 10th, 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 concerts (no talking, text messaging, etc). 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 multiple-choice (60%), with a listening component (40%). Each test will take place at the end of the unit. These exams will be either online or in hard copy. A Spotify playlist and a listening guideline will be provided at the beginning of each unit.

**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. These are designed to account for illnesses that do not require visiting a doctor, making up work/exams for other classes, job interviews, or simply enjoying a nice lunch outside in a beautiful Fall day. 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.

Additional work for improving a grade will NOT be allowed in this course. All supporting efforts for achieving extra points are already integrated in the course work.

Course Grades are FINAL. No negotiations will be made once Final Grades are posted!

Due times are important. Please follow them! I have no moral obligations to extend deadlines because a student failed to comply with what is expected in the class!

**ACCEPTABLE STUDENT BEHAVIOR**

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic,
classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert System. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

As your instructor for MUS 140, I expect you to conduct yourselves as adults and to demonstrate respect for your classmates and for your instructor at all times. Therefore, the following behaviors will not be tolerated in class. If you participate in these behaviors you may be asked to leave class, and points may be deducted from your final course grade!

**SMARTPHONES (READ THIS TWICE, PLEASE):** There are **NO** smartphones permitted to be within your reach or within your sight and/or within sight of your instructor during this class. This class requires your engagement, and all use of cell phones serves detract from that engagement. Additionally, your phone should be not only put away in your bag, but set on “silent” (NOTE: vibrate is NOT silent). This policy may be lifted on specific occasions at the discretion of the instructor in order to engage cellular phones in the active learning process. You will be informed if this takes place. Otherwise, the policy remains in effect.

**Laptops and Tablet computers:** Electronic devices, while useful, also have the potential to distract you from your engagement in class. If you choose to use any electronic device to take course notes, you will be subject to observation. If, at any point, you are found to be working on any application (i.e., Netflix or such) or project other than your course notes, or your device causes a noise distraction during class, you will be dismissed and counted absent for the class session. If your instructor determines that you are too distracted by your electronic device, you may be asked not to bring it to class, and to take paper notes instead. If you use a laptop computer to take notes, please assure that your typing and clicking will not disturb those seated around you.

**Other classes’ work:** I expect your full attention in this class, therefore, working on assignments for other classes during my class is forbidden (if you need to do it, take advantage of the unexcused absences policy and use that time to complete the assignment). Failure to observe this policy will result in your dismissal of class and a recorded unexcused absence for the day.

**Inattentive behaviors:** Talking and whispering during class will not be tolerated. If you are asked more than once to stop talking or whispering during class you may be asked to leave class and you will be counted absent for the class session. Sleeping during class is unacceptable and will be treated as absence. I will count any student sleeping as absent on course records. I expect you to attend to personal needs, such as buying food, speaking with professors, getting drinks of water, or utilizing restroom facilities, either before or after class so that you do not have reason to arrive late or leave during class. Leaving class or entering late disrupts the learning process.

- If a disruptive student is asked to leave class, an unexcused absence will be applied to that student and the student will be reported to the Early Alert SSC system.
- If a disruptive student is asked to leave the class a second time, he or she will be reported to the Early Alert SSC system and the final grade in the course will be dropped a letter.
- If a disruptive student is asked to leave the class a third time, he or she will be reported to
the Early Alert SSC system and the final grade will be dropped two letters.

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 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/.

**Important Dates**

March 16-24: Spring Break

March 27: Last day to drop courses without WP or WF

Thursday April 18th: Easter Break

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

Have a great semester!