Instructor: Leslie M. Hooe

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Office Hours: M-Th 7:15am to 11:40am; After class appointments available upon request

Summer I Group 1: 8:00am to 9:40am, Palestine High School, Rm C-119
Summer I Group 2: 10:00am to 11:40am, Palestine High School, Rm C-119
Summer II: 8:00am to 9:40am, Palestine High School, Rm C-119

Course Description: A focus on the enjoyment and understanding of music through the study of cultural periods, major composers, and musical elements. Illustrated with audio recordings and live performances. Does not apply to a music major degree. Attendance at one live musical event is required.

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.

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>
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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>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:** Upon completion of this course, students will
- develop a better understanding of the elements of music and how these affect the sound and style of music.
- gain knowledge of Western musical styles and their historic context.
- develop an awareness of major composers, their contributions to music both past and present, and their prospective stylistic significance.
- be required to attend one outside musical event during the semester and to write a critique of the event, exercising both their critical thinking and writing skills. The critique will include a supported opinion of the performance.
- demonstrate an understanding of the elements of teamwork by participating in a group to fulfill an assignment that stems from their understanding of musical historical contexts, genres, terminology, and components.

**Course Calendar:**
MUS 1306 “Music Appreciation” typically meets Monday to Friday in 45-minute segments for 16 weeks during the fall/spring. Students have listening assignments, are expected to attend one performance outside class hours, take 6 exams, and submit a written concert report and a written community engagement project/presentation. These activities average at a minimum seven hours of work each week to prepare outside of classroom hours.

**Evaluation:**

- Chapter Exams constitute 40% of overall grade
- Outside Musical Event paper constitutes 20% of grade
- Community Engagement Project constitutes 20% of grade
- General attendance and participation constitutes 10% of grade
- Final Exam constitutes 10% of grade

1. **Exams:** Given at the end of each chapter and contain multiple choice content questions and listening examples from each period.
2. **Outside Musical Event Observation Paper:** Students must write a 750-word paper (roughly 3 pages) over an outside musical event (options for potential concerts to attend will be given once at the beginning of the course). Papers submitted must include the following:
   - Header - Student’s name, date, course code
   - Title - Name of Concert or Composer
   - Must be typed, and I expect complete sentences with college level grammar and punctuation. In-text citations are required.
   - Font - Times New Roman, size 12, double spaced; Margins of 1” all around
   - In your first paragraph, give the concert name, date of performance, and location of performance.
   - Provide a brief description of music to be discussed: background of composer(s), composition(s), and instrument(s) used
   - Give a professional critique of the music using terminology/observations discussed in your textbook. (See the “How to Properly Critique Concerts” for how to properly critique a concert, which is passed out within the second six weeks of class.)
3. **Community Engagement Project:** Students will form groups of 3 to 4 and research a specific 20th/21st century composer of influence. Students will work together to answer specific questions and create a PowerPoint/Google Slides presentation. The group will provide listening examples and present all information to the class. A written paper of the experience is required. Detailed guidelines will be passed in class within the first two months of class.

**Required materials:**

- Working access to D2L (https://d2l.sfasu.edu/)
- Working access to SFA email
- Working access to YouTube
- Access to REMIND (class code: @ka2dhe)
- Textbook: **Music: An Appreciation Brief** by Roger Kamien
Attendance

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/high school events, announcement via My SFA or your sponsor 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 your classmates or me will lower the overall participation grade.

Absences

Excused absences include only the following: official school 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.

Unexcused absences 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. After the permitted absence, the student will need to visit with Mrs. Sarah Johnson in the Counseling Center.

All absences require documentation and are handled through Mrs. Shelly Tinsley in the Attendance Office.

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 when the bell rings according to the instructor’s clock time. Students entering the class after the bell are late or “tardy.”
Mrs. Hooe’s Classroom Policies:

1. This is a college class, and I expect college level work. This includes grammar, punctuation, thought processes, etc. This also includes taking notes, studying for exams, reading chapters, and turning work in on time.

2. Cell phones are not permitted in class - period. I expect them to be turned to silent - not vibrate, not plugged in, etc. I will give you periodic breaks, and you may have them at that time. However, when class time is happening, there are to be no electronics. If students can not follow this rule, I reserve the right to take your phone away. If it becomes a consistent problem, you will be removed from class and can speak with Mrs. Sarah Johnson about dropping the class.

3. I expect you to take notes on paper with a writing utensil - not a cell phone. Cell phones are not allowed - please refer to classroom policies #1 and #2.

4. All assignments are due by the end of class on the assigned day or as noted in the class syllabus. Otherwise, it is late.

5. Deadlines are firm, and late assignments will be accepted per the policy of 1 day late is a 70, 2 days late is a 50, and work is not accepted after 2 days late – REGARDLESS OF THE ABSENCE. If you have not submitted your assignment by the due date/time, it will automatically be submitted with whatever work you’ve completed up to that point and graded accordingly.

6. Makeup work will not be given, except under extreme circumstances (natural disaster, death in the family, hospitalization, etc.). Please always communicate with me if there is an issue.

7. Misbehavior will not be tolerated - period. This is a college course, and I expect college level behavior in the classroom. I determine what is allowed and not allowed in the classroom. If you cannot abide by the rules, you may leave class. If you choose to leave, it will count as an unexcused absence, and you may deal with Mrs. Sarah Johnson as to how to drop this course.

8. Finally, life happens. This is not a valid excuse for missing deadlines. However, communication is key. Please always communicate with me so that accommodations might be made or taken if necessary.

Outline of Course Schedule:

Please keep in mind that this schedule is subject to change based on the needs of the class.

Week 1 and 2

- Introduction to course
- Text: Elements
- Text: Middle Ages/Renaissance

Week 3 and 4

- Text: Baroque and Classical
- Text: The Romantic Period

Week 5 and 6

- Complete Group Projects
- Complete Outside Musical Event papers
- Final Exam
**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/](http://www.sfasu.edu/disabilityservices/).