Introduction to Music Literature
MUMH-1307-001
3 credit hours

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Office Hours: Mondays 3-5pm; Tuesdays 12:15-1:15; Wednesdays 8:30-9:30; Thursdays 8:30-9:30; or by appointment.
Department: School of Music
Class meeting time and place: 153 Wright Music Building, 9:30-10:45 TR

Course Description
Study of music literature and stylistic characteristics associated with the principal performance genres. The course includes substantial listening activities, tools for studying music history, bibliographic and Internet sources, and (possibly) an introduction to world music. A background in music and knowing how to read music notation are required. The course may be taken for Honors credit.

Course Contact Hours and Study Hours
MUMH-1307 is a 3 credit hour course. University policy states a 3 credit hour face-to-face course should approximate 3 hours of classroom time/direct instruction and at least 6 hours of out-of-class work per week. In this class, your outside work should average to 6 hours per week (some more, some less). These hours should be spent on assignments, listening to musical examples, and reviewing textbook materials.

General Education Core Curriculum
The Texas Higher Education Coordinating Board has identified six core learning objectives: 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 curriculum by regular assessment of student performance on these six objectives.

By enrolling in MUMH 1307: Introduction to Music Literature you are also enrolling in a Core Curriculum Course that fulfills the Creative Arts requirement.

The chart below indicates: (a) The core objectives that are required to be taught in this course per the Texas Higher Education Coordinating Board (THECB), (b) How the required core objectives will be addressed.

Include only the core objectives that must be addressed by this course in the first column. Examples of the things that can be included in the final column are Specific assignments, class module(s), chapter(s), strategies, activities, and/or techniques that address the core objectives.

Core Curriculum Objective Table

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>How the Core Objective Will be Addressed.</th>
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<tbody>
<tr>
<td>Critical Thinking Skills</td>
<td>To include creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information.</td>
<td>Written assignment reflections on assigned reading, larger writing assignments, and unit summaries.</td>
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<tr>
<td>Communication Skills</td>
<td>To include effective development, interpretation, and expression of ideas through written, oral, and visual communication.</td>
<td>Students will be expected to communicate expression of ideas verbally through small sharing assignments in class. Written assignments, such as the composer research project will require effective development and interpretation of ideas.</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>Class discussions, small group discussions and debates, peer review</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>
<td>This objective will be fulfilled by placing Western Music History within a national and global context, and discussing what effect this has on our engagement with historical music today.</td>
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PROGRAM LEARNING OUTCOMES:
1. The student will demonstrate a working knowledge of music history and literature form the Western art tradition, with supported related studies in non-western traditions, practices, and cultures.
2. The student will successfully complete an academic capstone project that demonstrates written language skills, citations, analysis, and organization.

STUDENT LEARNING OBJECTIVES:
1. Students will learn to understand and identify characteristics and principles important to each of the six musical periods discussed in the course.
2. Students will learn to identify the most important scholarly questions associated with the various periods of music history.
3. Students will learn to identify and analyze representative works from each period of the Western art music canon.
4. Students will learn to research composers and musical works using primary and secondary sources, and will document the results of this research in clear academic prose. This activity will prepare students for the eventual completion of the capstone project at the 400 level.
5. Students will learn to think critically about music in its social, political, geographic and historical contexts, and to form scholarly questions about its reception and value.

REQUIRED TEXTS:
Weaver, Jamie and David Howard. A Handbook for Writing. (This will be posted on D2L).
Any additional texts will be provided on D2L, or will be available as library or open-access resources.

GRADING:

<table>
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<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Weekly assignments (including quizzes)</td>
<td>20%</td>
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<tr>
<td>Research/Writing assignments</td>
<td>20%</td>
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<tr>
<td>Unit Exams</td>
<td>30% (10% each)</td>
</tr>
<tr>
<td>Cumulative Final Exam</td>
<td>10%</td>
</tr>
<tr>
<td>Participation (including attendance)</td>
<td>20%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100%</td>
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GRADING SCALE:
*Be advised that a minimum grade of ‘C’ is required to advance in the School of Music’s music history course sequence.

ATTENDANCE:
My expectation is that you will be present unless you have a legitimate reason to be absent. Students that fail to attend and participate every class should not expect success in the course. Unexcused absences will affect your final grade. Attendance will be recorded at the beginning of every class; two unexcused absences will be permitted before your final grade is penalized. You are considered late for class if you miss role; two late arrivals will count as one unexcused absence. If you are tardy it is your responsibility to make sure I change your attendance for the day.

ASSIGNMENT POLICY:
• Late assignments will be accepted for half credit up to a week after the due date. Assignments turned in after 8 days of the due date may receive up to half credit at the discretion of the instructor.
• Extensions without grade penalty may be granted on a case-by-case basis before the due date. A grade of zero will be recorded for all missing exams and assignments.
• Make-up in-class work and lectures may be accessed via D2L. You are required to obtain assignments and class material from another student or the course D2L website before contacting me with questions.
• If a student misses an in-class discussion, the student may have the opportunity to submit written responses to the discussion question(s), as long as the absence is excused by the instructor.
• Major assignments will not be accepted late.
• Exams and presentations will only be made up for excused absences and at the convenience of the instructor. You are required to notify me prior to the exam of an excused absence except in cases of verifiable emergency with appropriate documentation: either a signed medical excuse from a doctor or an excuse from the Dean of Students office.
• Extra credit will only be awarded at the discretion of the instructor and students are not to ask.

EXPECTATIONS:
1. Regular, prompt attendance and preparation.
2. Course engagement through attention, note-taking, and enthusiastic participation in class discussion.
3. Completion of assigned reading and listening.
4. Completion of four (4) major assignments
5. Completion of three (3) unit exams covering the readings and topics discussed in class.
6. Completion of one (1) comprehensive Final Exam.

AREAS OF STUDY:
Unit 1: Fundamentals of Music
Unit 2: Early Music: An Overview
Unit 3: The Eighteenth Century
Unit 4: The Nineteenth Century
Part 5: The Twentieth Century & Beyond

SMALL ASSIGNMENTS/QUIZZES:
There will be weekly quizzes and/or short writing assignments given throughout the semester. They will be done outside of class time on D2L. The lowest assignment grade will be dropped at the end of the semester. Unless otherwise stated, weekly assignments will be due every Monday at 11:59pm.
EXAMS:
There are three regular exams throughout the semester that are each worth 10% of your final grade. Every exam will include short answer listening questions, multiple choice, matching, short essay, and long essay questions. All exams are knowledge intensive and will require regular study of course content and listening examples. Keeping up with reading assignments, taking careful notes in class, and frequent active listening are necessary for your success in this course. Exams will include an in-class listening portion and an online portion on D2L.

MAJOR ASSIGNMENTS:
Students are strongly encouraged to visit the AARC at least one week prior to writing assignment due dates. Most students do not receive A’s on writing assignments due to writing them at the last minute, not proofreading them, and submitting papers with many grammatical problems. I will devote some class time to advice on writing.

1. Documentation Assignment (1%):
The purpose of this assignment is to introduce you to the basics of documentation, proper grammar, guidelines for researching topics in music, and to provide a writing style guideline for writing about music.

2. Library Research/Annotated Bibliography Assignment (5%):
Select a composer from the MHL 245 Composer Bank and then find, and check-out, two (2) related books, find one (1) related journal article, consult the related (1) Grove Music Online article, and one (1) additional electronic resource. Prepare an annotated bibliography using properly formatted entries (see A Handbook for Writing) followed by a brief note describing not only the value of each source to your future report, but also a statement on specific information that you will use. Also, on a separate sheet of paper, include a properly formatted (see A Handbook for Writing) footnote for each source. Assignments with improperly formatted footnotes and bibliographies will not be accepted. Submit finished work in the D2L Dropbox folder. Due on D2L on 10/16 by 11:59 PM.

The purpose of this assignment is to provide an introduction to researching topics in music and to introduce the Chicago Manual of Style protocols for documenting research. The CMS is the preferred style manual of most schools of music in the United States. The required Handbook for Writing is based on the CMS and will serve as the writing guide for this course.

3. Writing Outline (4%):
In preparation of your Composer Report, create a Writing Outline to begin organizing your thoughts and research. This Writing Outline will develop into your Composer Report. This assignment should begin with a fully realized introduction paragraph containing your thesis statement, followed by a detailed outline of the topics and discussions you’ll cover in your composer report as it pertains to your current state of research. You will be required to include correctly cited sources to support your introduction paragraph and outline. Due on D2L on 11/7 by 11:59 PM.

This assignment is intended to develop your writing skills by practicing helpful drafting techniques. Creating a Writing Outline will allow the instructor to provide guidance and feedback on your research and writing skills.

4. Composer Report (10%):
Utilizing your research from the previous assignments, write a composer report of minimum 1000 words in length, typed with Microsoft Word, double-spaced, and using 12-point font with one-inch margins. The report should include a brief biographical overview followed by an examination of the composer’s importance to the development of music and/or a discussion of a particularly important example of the composer’s work. Submit finished work on D2L on 12/5 by 11:59 pm.

This assignment is designed to help you synthesize research and then clearly communicate salient information in an engaging way.

MHL 245 Exam Dates:
• Week 4 – Exam 1: Fundamentals, Medieval, Renaissance (Ch. 1-8)
• Week 8 – Exam 2: Baroque/Classical (Ch. 9-15)
• Week 12 – Exam 3: Romantic/20th Century (Ch. 16-22)
• Final Exam: Due Thursday, December 14, 10:00am via D2L (Chs. 6-23)

Course Calendar is provided in a separate document, available in conjunction with this syllabus on D2L.

Academic Integrity
The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.
Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

**Withheld Grades Semester Grades Policy (5.5)**
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 coursework 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 to compute the grade point average. For additional information, go to [https://www.sfasu.edu/policies/course-grades-5.5.pdf](https://www.sfasu.edu/policies/course-grades-5.5.pdf).

**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 promptly may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).

**Student Wellness and Well-Being**
SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

**On-campus Resources:**
- **The Dean of Students Office** (Rusk Building, 3rd floor lobby)
  - [www.sfasu.edu/deanofstudents](http://www.sfasu.edu/deanofstudents)
  - 936.468.7249
dos@sfasu.edu
- **SFA Human Services Counseling Clinic** Human Services, Room 202
  - [www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp)
  - 936.468.1041
- **The Health and Wellness Hub “The Hub”**
  - Location: corner of E. College and Raguet St.
  - To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:
    - Health Services
    - Counseling Services
    - Student Outreach and Support
    - Food Pantry
    - Wellness Coaching
    - Alcohol and Other Drug Education
  - [www.sfasu.edu/thehub](http://www.sfasu.edu/thehub)
  - 936.468.4008
  - thehub@sfasu.edu
- **Crisis Resources:**
  - Burke 24-hour crisis line: 1.800.392.8343
  - National Suicide Crisis Prevention: 9-8-8
  - Suicide Prevention Lifeline: 1.800.273.TALK (8255)
  - johCrisis Text Line: Text HELLO to 741-741