

Appreciation of Music – MUSC 1033 – X10

Midwestern State University

Fall 2023 Syllabus – General Information:

Instructor: Dr. Corey Robinson

Course Number: MUSC 1033

Class Location: Online

Class Dates: August 28 – December 15

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Office: Fain Instrumental Music Hall 104A

Course Description:

A course designed to increase the variety and depth of the student's exposure to music and to enhance understanding and enjoyment of music as an art.

Course Objectives and Student Learning Outcomes:

Student Learning Outcomes (SLOs) are also aligned with the Examinations of Educator Standards (TExES) State Board of Educator Certification (SBEC) EC-6 music standards. Please see Appendix A for a complete listing of the SBEC music standards.

Upon successful completion of this course, the student will be able to:

- Define basic musical concepts including pitch, interval, volume, melody, timbre, harmony and form (SBEC I:1.1k, 1.1s, 1.3s, 1.4s)
- Identify basic musical concepts including pitch, interval, volume, melody, timbre, harmony and form in a variety of musical genres (SBEC 1.5s, 1.6s, 1.8s, 1.9s, 5.4s, 6.3s, 7.13s)
- Identify musical trends and important composers in select periods of Western classical music (SBEC 5.1k, 5.2k, 5.3k, 5.1s, 5.2s, 5.3s, 5.4s, 7.9s, 7.11s, 7.12s, 7.13s, 7.14s, 7.15s)

Curriculum and Materials:

The required materials for this course are contained in an online learning platform called Connect 4 Education (C4E). The text we will be using is *OnMusic Appreciation 4th Edition*. Below is a link for information on how to purchase access to the online platform: http://dbkf6lrdbagw3.cloudfront.net/support/C4EStudentGuide_c4elink.pdf. Please let me know if you have any trouble accessing the learning platform as the information contained will be necessary for completion of most assignments in the course starting on day one.

Daily access to Desire2Learn (D2L) is also required for this course. Some assignments will be submitted through D2L while some will be completed through C4E. Please check the syllabus before submitting assignments so that I can locate them easily for grading.

Communication:

Please feel free to contact me by email (corey.robinson@msutexas.edu) at any time. Do not wait until after an assignment is due to tell me that you did not understand what to do or could not retrieve the required materials. If you let me know ahead of time, I will be more likely to be able to help resolve the situation.

Student Assessment:

All assignments are due at 11:59pm on the Friday of the week they are listed in the schedule below. All assignments can be completed and submitted early.

Musical Background Video – 0% of final grade

For this assignment, you will record and submit a 2- to 3-minute video detailing your musical background, current musical interests and hopes for this course. This assignment is not graded, but is required. You will not receive credit for any other assignments until this is submitted.

Start your video by stating your name and major here at MSU (or your high school if you are taking this as a dual credit course). After this brief intro, please freely talk about the following three topics. I have provided a sampling of questions to help get you started.

1. *Musical Background* – Do you play an instrument or sing? Did you participate in any school music organizations? Do you write or produce music (acoustically or electronically)? Did your parents' musical influences have a strong effect on your musical background? Do you have any involvement in music with a church or community organization?
2. *Musical Interests* – What are your favorite styles or genres of music? What are some of your favorite bands, artists or composers? What styles of music have you not yet discovered the value of?
3. *Hopes for this course* – What do you hope to gain from this course? What are you excited to learn more about?

On D2L you will find a sample video that I recorded for this assignment. This will not only give you a good idea of the scope of this assignment, but also give you a little information about me.

After you record your video on your phone or computer, go to the course home on D2L, then click "Communication," "Discussions," and "Musical Background Videos." In this discussion forum, you can create a "topic" and either embed your video or post a link to the video if it is hosted on a different website (like Google Drive or YouTube). Please make sure that everyone can view your video by correctly setting the permissions ("everyone with link can view" on Google Drive or "unlisted" on YouTube.)

Class Assignments – 0% of final grade

These are to be read, listened to and studied. These assignments are not part of your grade, but will be necessary for many, if not all, of the assessments, discussion

assignments and the midterm exam. Notes should be taken to aid in the completion of the assessments. All of the *Class Assignments* are located on the Connect 4 Education platform.

Assessments (Chapters 1-17) – 20% of final grade

All assessments are completed within the C4E website. You have one attempt at each quiz. Use the notes you took when reading through the Class Assignments within each section. Assessments must be submitted by 11:59pm on the Friday of the week they are listed on the schedule in the syllabus. Most assessments have 10 questions (some have less) and a 20-minute time limit.

Discussion Assignments – 30% of final grade

As the largest portion of your grade in this course, time and care should be taken with each of the six Discussion Assignments. The specifics of each assignment are located on D2L. Click on the “Communication” tab at the top of the course page and select “Discussions.” There you will find the “Discussion Assignments” forum with topics dedicated to each of the assignments. For Assignments 1-3 and 5, please submit your responses as new threads under the topic designated for each assignment. For Assignments 4 and 6, you will respond to your classmates' previously posted threads in the topics for Discussions 3 and 5.

Each response should be at least 300 words in length. This typically equals about 20 sentences or 3-4 paragraphs. Your responses will be graded using the rubric below.

Scoring Rubric for Discussion Assignments

Total Points Available: 40

	Exemplary: 7-8	Effective: 5-6	Limited: 3-4	Unsatisfactory: 0-2
Length of response	Response is 300-400 words.	Response is between 250 and 300 words	Response is between 150 and 250 words.	Response is less than 150 or more than 400 words.
Relevant to Question Posed	Addresses all parts of the assignment thoroughly.	Addresses all parts of the assignment but lacks depth in parts of the topic response	Addresses only some parts of the assignment. Lacks depth in response to the topic proposed.	Addresses very little or none of the assignment. Most of the response is off topic.
Knowledge of Assigned Reading Material	Demonstrates exemplary understanding of the reading material in references to passages and/or ideas. Uses specific references from reading material to support own ideas.	Demonstrates effective understanding of the reading material, making references to passages or ideas from the text.	Demonstrates limited understanding of the reading material using only personal opinions to support ideas.	Demonstrates little or no understanding of the reading material.

Application of Knowledge Beyond Reading Material	Demonstrates exemplary ability to apply ideas from previously learned knowledge or other sources, making insightful connections that demonstrate a clear, accurate and precise understanding.	Demonstrates effective ability to apply ideas from previously learned knowledge or other sources. Connections are clear, accurate and precise.	Demonstrates limited ability to apply ideas from previously learned knowledge or other sources. Connections are sometimes clear, accurate and precise.	Demonstrates little or no ability to apply ideas from previously learned knowledge or other sources. Connections are unclear, inaccurate and not precise.
Style and Mechanics	Grammar usage is always correct with regard to subject/verb agreement; verb tense and usage; pronoun usage; adjective/adverb usage, etc. Sentence structure is exemplary. Capitalization and spelling are always correct.	Grammar usage is consistently correct. Sentence structure is effective. Capitalization and spelling are mostly correct. Better proofreading and editing would take responses to exemplary level.	Grammar usage is mostly correct. One or two capitalization or spelling errors exist. Sentence structure is limited in its effectiveness. Better proofreading and editing could have occurred.	Grammar usage is rarely correct. Too many capitalization and/or spelling errors. Sentence structure is weak. Work is unsatisfactory. It is obvious very little proofreading or editing occurred.

Midterm Exam – 15% of final grade

The midterm exam is due on Friday, November 10th at 11:59pm. You will find the exam under *Class 18* on the Connect 4 Education platform. Materials from the first 17 classes are covered on the exam so be sure to have your notes from all 17 lessons available. There are 80 questions with a 2-hour time limit.

Listening Assignments – 20% of final grade

Two listening assignments are to be completed toward the end of the course. For each of the assignments, you will choose a piece of music to study and write about. I am open to any genre or style of music that you can find from J. S. Bach, Charlie Parker, or Indonesian Gamelan music to Elvis Pressley, The Rolling Stones, J Dilla, or Taylor Swift. The bulk of your writing will detail how the composers, performers, producers, lyricists and engineers use each of the seven organizing elements of music (rhythm, tempo, meter, melody, harmony, texture and form) outlined in Section 3 of the text.

Although the music you select is completely up to you, I would consider a few things before making your selections. First, does the piece you select utilize each of the seven elements with enough depth that will allow you to write meaningfully about them. Different pieces of music will emphasize different elements with different weights. Whether each element is used significantly in the piece you choose or not, think about what the composer is trying to convey. For example, a lack of harmony could purposefully help the composer evoke a certain feeling or emotion.

Second, I don't expect you to detail all of the intricacies of each of your chosen pieces like a professional musicologist. That being said, I do expect you to use some of the vocabulary that you have encountered in the text throughout the duration of this course.

And third, choose two pieces of music that have significant differences. I do not want to see pieces by the same artist or even in the same genre. One thing you can get from

this course (if you are open to it) is a broadening of your musical umbrella. Try to find music that you haven't discovered yet, and I bet you will find it is easier and more exciting to study and write about than a piece you have heard dozens of times.

Below are the elements to include in your writing:

- General Information (name of selected work, people who worked on the piece, year composed or recorded, link to a performance, background information)
- Details about the usage of the elements of music (rhythm, tempo, meter, melody, harmony, texture and form)
- Conclusion about how these musical elements combine to create a meaningful piece of music

Lastly, I understand that some of this information can be found with a quick Google search. That is fine for the general information section of the assignment. Once you begin discussing how the elements of music are used in the piece, your own thoughts should dominate your writing. Explicit plagiarism will be disciplined as stated in the MSU Texas Student Code of Conduct.

To get started with this assignment, log into D2L, click "Assessments" then "Assignments." Here you will find links for each of the three Listening Assignments. Within each assignment I have attached a template in .pdf, .docx and .pages file formats. Download the file type that works best for you and add your comments about the work you selected in the blank spaces of the template. Don't delete any of the prompts. They are there to guide you through the assignment. The entire submission should total about 3 pages in length (single spaced) and will be graded with the rubric below.

Scoring Rubric for Discussion Assignments

Total Points Available: 40

	Exemplary: 7-8	Effective: 5-6	Limited: 3-4	Unsatisfactory: 0-2
Length of response	Response is 3-4 pages in length and contains substantial responses to most, if not all, prompts.	Response is 3 pages in length and contains responses to most prompts.	Response is less than 3 pages in length or lacks substantial answers to many prompts.	Response is less than 3 or more than 4 pages in length and lacks substantial answers to most prompts.
Relevant to Question Posed	Addresses all parts of the assignment thoroughly.	Addresses all parts of the assignment but lacks depth in parts of the topic response	Addresses only some parts of the assignment. Lacks depth in response to the topic proposed.	Addresses very little or none of the assignment. Most of the response is off topic.

Knowledge of Assigned Reading Material	Demonstrates exemplary understanding of the reading material in references to passages and/or ideas. Uses specific references from reading material to support own ideas.	Demonstrates effective understanding of the reading material, making references to passages or ideas from the text.	Demonstrates limited understanding of the reading material using only personal opinions to support ideas.	Demonstrates little or no understanding of the reading material.
Application of Knowledge Beyond Reading Material	Demonstrates exemplary ability to apply ideas from previously learned knowledge or other sources, making insightful connections that demonstrate a clear, accurate and precise understanding.	Demonstrates effective ability to apply ideas from previously learned knowledge or other sources. Connections are clear, accurate and precise.	Demonstrates limited ability to apply ideas from previously learned knowledge or other sources. Connections are sometimes clear, accurate and precise.	Demonstrates little or no ability to apply ideas from previously learned knowledge or other sources. Connections are unclear, inaccurate and not precise.
Style and Mechanics	Grammar usage is always correct with regard to subject/verb agreement; verb tense and usage; pronoun usage; adjective/adverb usage, etc. Sentence structure is exemplary. Capitalization and spelling are always correct.	Grammar usage is consistently correct. Sentence structure is effective. Capitalization and spelling are mostly correct. Better proofreading and editing would take responses to exemplary level.	Grammar usage is mostly correct. One or two capitalization or spelling errors exist. Sentence structure is limited in its effectiveness. Better proofreading and editing could have occurred.	Grammar usage is rarely correct. Too many capitalization and/or spelling errors. Sentence structure is weak. Work is unsatisfactory. It is obvious very little proofreading or editing occurred.

Historical Periods Assignments – 15% of final grade

The final portion of this course is dedicated to the historical periods of symphonic music. You get to choose which four historical periods you study during these four days of class. The 10 options to choose from are listed below. Please note that most selections will require you to complete more than one “class” on the C4E website. Please consult the chart below when completing these assignments. You will only be graded on the assessments in the four sections you complete.

	Period	Classes	Assessments
Selection 1	Medieval Period (500-1450)	19, 20	Medieval Period 1, 2
Selection 2	Renaissance Period (1450-1600)	21, 22	Renaissance Period 1, 2
Selection 3	Baroque Period (1600-1750)	23, 24, 25	Baroque Period 1, 2
Selection 4	Classical Period (1750-1825)	26, 27	Classical Period 1, 2
Selection 5	Romantic Period I (1820-1910)	28, 29	Romantic Period 1, 2
Selection 6	Romantic Period II (1820-1910)	30	Romantic Period 3
Selection 7	Contemporary Period I	31	Contemporary Period 1
Selection 8	Contemporary Period II	32, 33, 34	Contemporary Period 2
Selection 9	Contemporary Period III	35, 36	Contemporary Period 3
Selection 10	Contemporary Period IV	37, 38, 39	Contemporary Period 4, 5

Final Exam – 0% of final grade

There is no final exam for this course. The midterm exam is the large content assessment with the listening assignments serving as the culmination of the course.

Grading Summary

Assessments (Chapters 1-17)	20%
Discussion Assignments	30%
Midterm Exam	15%
Listening Assignments	20%
Historical Periods Assessments	15%

Other Information:

Disability and Accommodations

If a student (1) needs class accommodation(s) because of a documented disability, (2) has an emergency medical condition that may interfere with class performance, or (3) requires special handling in case the building must be evacuated, he/she is encouraged to contact the office of Disability Support Services in room 168 Clark Student Center (940) 397-4140 and make an appointment with the professor as soon as possible.

Student Conduct

Behavior that interferes with either the instructor's ability to conduct the class or the ability of other students to benefit from the instruction will result in the instructor removing the disruptive student(s) from the class, either temporarily or permanently (instructor drop), and assigning a final lower grade, up to and including an F. In addition, and depending on the nature of the behavior or conduct, the student(s) may be subject to further disciplinary actions as per MSU policies.

Privacy Statement

Federal privacy law prohibits the instructor from releasing information about students to certain parties outside of the university without the signed consent of the student. Thus, in almost all cases the professor will not discuss a students' academic progress or other matters with his/her parents. Please do not have them call. Regardless of these important legal considerations, the professors' general policy is to communicate with the students, not their parents, even when a student has signed a consent form. College students are adults and are expected to behave accordingly.

Academic Dishonesty

Academic dishonesty including plagiarism and giving or receiving unauthorized assistance is prohibited. Plagiarism is (1) the use of source material of other persons (either published or unpublished, including the Internet) without following the accepted techniques of giving credit or (2) the submission for credit of work not the individuals to whom credit is given. If a student in the class plagiarizes material, appropriate disciplinary action will be taken. The Student Honor Creed developed and adopted by

the MSU Student Government reinforces the discouragement of plagiarism and other unethical behaviors. The first statement of the creed reads, “As an MSU student, I pledge not to lie, cheat, steal, or help anyone else do so.” Plagiarism is lying, cheating, and stealing.

In this course, the use of generative AI tools (such as Chat GPT) is not permitted. If the professor of this course suspects that an assignment contains AI-generated or plagiarized content, the student will be informed by email and have 5 days to schedule an online office hour via Zoom to discuss the content. If the student fails to respond, no credit will be given for the assignment. Two or more zeros issued for suspected academic dishonesty will result in the automatic failure of this course.

Social Justice

Social justice is one of Midwestern State University’s stated core values, and the professor considers the classroom a place where students are treated with respect as human beings, regardless of gender, race, ethnicity, national origin, religious affiliation, sexual orientation, political beliefs, age, or ability. Moreover, diversity of thought is appreciated and encouraged, provided the students can agree to disagree. The professor’s expectation is that ALL students consider the classroom a safe environment.

Campus Carry

Senate Bill 11 passed by the 84th Texas Legislature allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016. Areas excluded from concealed carry are appropriately marked, in accordance with state law. For more information regarding campus carry, please refer to the University’s webpage at MSU Campus Carry Rules/Policies.

Tentative Course Schedule

<p>Week 1 8-28 to 9-1</p>	<ul style="list-style-type: none"> • Purchase textbook: http://dbkf6lrdbagw3.cloudfront.net/support/C4EStudentGuide_c4elink.pdf • Complete <i>Getting Started (on C4E)</i> • Submit <i>Musical Background Video</i>
<p>Week 2 9-4 to 9-8</p>	<ul style="list-style-type: none"> • Complete <i>Class 1: Unity and Variety</i>, and <i>Class 2: Structure of Music</i> (on C4E) • Respond to <i>Discussion Assignment 1</i> (on D2L)
<p>Week 3 9-11 to 9-15</p>	<ul style="list-style-type: none"> • Complete <i>Class 3: Types of Listeners</i> and <i>Class 4: Folk Music, Art Music, and All That Jazz</i> (on C4E) • Take <i>Section 1 Assessment</i> (on C4E) • Respond to <i>Discussion Assignment 2</i> (on D2L)

Week 4 9-18 to 9-22	<ul style="list-style-type: none"> • Complete <i>Class 5: Duration and Pitch</i> and <i>Class 6: Intervals and Volume</i> (on C4E) • Take <i>Duration Assessment, Pitch Assessment, Pitch Names Assessment, Pitch Notation Assessment, Intervals Assessment, and Volume Assessment</i> (on C4E)
Week 5 9-25 to 9-29	<ul style="list-style-type: none"> • Complete <i>Class 7: Timbre, Class 8: The Symphony Orchestra, and Class 9: Strings and Woodwinds</i> (on C4E) • Take <i>Instrumental Timbre Assessment, and Vocal Timbre Assessment, The Symphony Orchestra Assessment, Strings Assessment, and Woodwinds Assessment</i> (on C4E)
Week 6 10-2 to 10-6	<ul style="list-style-type: none"> • Complete <i>Class 10: Brass and Percussion, Class 11: Keyboard Instruments</i> and <i>Class 12: Keyboard Instruments (Cont.)</i> (on C4E) • Take <i>Brass Assessment, Percussion Assessment Keyboard Assessment, Harpsichord Assessment, Piano Assessment, Organ Assessment and Synthesizer Assessment</i> (on C4E)
Week 7 10-9 to 10-13	<ul style="list-style-type: none"> • Complete <i>Class 13: Rhythm, Tempo, and Meter</i> (on C4E) • Take <i>Rhythm, Tempo, Meter Assessment</i> (on C4E) • Respond to <i>Discussion Assignment 3</i> (on D2L)
Week 8 10-16 to 10-20	<ul style="list-style-type: none"> • Complete <i>Class 14: Melody</i> (on C4E) • Take <i>Melody Assessment</i> (on C4E) • Respond to <i>Discussion Assignment 4</i> (on D2L)
Week 9 10-23 to 10-27	<ul style="list-style-type: none"> • Complete <i>Class 15: Harmony</i> and <i>Class 16: Texture</i> • Take <i>Harmony Assessment and Texture Assessment</i> (on C4E) • Respond to <i>Discussion Assignment 5</i> (on D2L)
Week 10 10-30 to 11-3	<ul style="list-style-type: none"> • Complete <i>Class 17: Form</i> (on C4E) • Take <i>Form Assessment</i> (on C4E) • Respond to <i>Discussion Assignment 6</i> (on D2L)
Week 11 11-6 to 11-10	<ul style="list-style-type: none"> • Take <i>Midterm Exam</i> (on C4E) • Begin work on <i>Listening Assignment 1</i>. See assignment details above in the “Listening Assignments” section of the syllabus.
Week 12 11-13 to 11-17	<ul style="list-style-type: none"> • Complete <i>Listening Assignment 1</i>. See assignment details above in the “Listening Assignments” section of the syllabus. (on D2L)

Week 13 11-20 to 11-21 (short week due to Thanksgiving break)	<ul style="list-style-type: none"> Choose and complete the first and second <i>Historical Periods</i> selections. This will likely require completion of more than one “class” and assessment. See assignment details above in the “Historical Periods Assignments” section of this syllabus. (on C4E)
Week 14 11-27 to 12-1	<ul style="list-style-type: none"> Choose and complete the third and fourth <i>Historical Periods</i> selection. This will likely require completion of more than one “class” and assessment. See assignment details above in the “Historical Periods Assignments” section of this syllabus. (on C4E) Begin work on <i>Listening Assignment 2</i>. See assignment details above in the “Listening Assignments” section of the syllabus. (on D2L)
Week 15 12-4 to 12-8	<ul style="list-style-type: none"> Complete <i>Listening Assignment 2</i>. See assignment details above in the “Listening Assignments” section of the syllabus. (on D2L)

Appendix 1

TEExES Domains and Competencies

Texas Examinations of Educator Standards (TEExES)

The Student Learning Outcomes (SLOs) for Music Appreciation link to the following EC-6 TEExES domains and competencies necessary to become a music educator in the state of Texas:

Standard I: The music teacher has a comprehensive visual and aural knowledge of musical perception and performance.

Teacher Knowledge: What Teachers Know

- 1.1k the standard terminology used to describe and analyze musical sound*; and
- 1.2k how to demonstrate musical artistry both through vocal or instrumental performance and by conducting vocal or instrumental performances*.

Application: What Teachers Can Do

- 1.1s Identify and interpret music symbols and terms*
- 1.2s Perceive performance problems and detect errors accurately*;
- 1.3s Identify vocal and instrumental sounds*;
- 1.4s Use standard music terminology*;
- 1.5s Distinguish among timbres*;
- 1.6s Identify different rhythms and meters*;
- 1.7s Use appropriate techniques of musical performance for instruments and voice*;

1.8s Recognize and describe melody, harmony, and texture of a musical work*; and
1.9s Identify music forms*.

Standard V: The music teacher has a comprehensive knowledge of music history and the relationship of music to history, society, and culture.

Teacher Knowledge: What Teachers Know

5.1k music of diverse genres, styles, and cultures;
5.2k how music can reflect elements of a specific society or culture*; and
5.3k various music vocations and avocations*.

Application: What Teachers Can Do

5.1s Analyze various purposes and roles of music in society and culture*;
5.2s Explain a variety of music and music-related career options*;
5.3s Recognize and describe music that reflects the heritage of the United States and Texas*; and
5.4s Identify concepts from other fine arts and their relationships to music concepts*.