

# Appreciation of Music – MUSC 1033 – X30

## Midwestern State University

### Spring 2023 Syllabus – General Information:

Instructor: Dr. Corey Robinson

Course Number: MUSC 1033

Class Location: Online

Class Dates: January 16 – May 12

Email: corey.robinson@msutexas.edu

Phone: (940) 397-4054

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 4<sup>th</sup> Edition*. Below is a link for information on how to purchase access to the online platform: [http://dbkf6lrdbagw3.cloudfront.net/support/C4EStudentGuide\\_c4elink.pdf](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](mailto: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 under in the schedule below. All assignments except the midterm exam can be completed and submitted early.

### ***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. Most assessments have 10 questions (some have less) and a 20-minute time limit. Each assessment will be weighted evenly for this portion of your grade.

### ***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.

| <b>Scoring Rubric for Discussion Assignments</b> |                                  |                                       |  |                                  |
|--|----------------------------------|---------------------------------------|--|----------------------------------|
| Total Points Available: 40                       |                                  |                                       |  |                                  |
|  | Exemplary: 7-8                   | Effective: 5-6                        | Limited: 3-4                           | Unsatisfactory: 0-2              |
| Length of response                               | Response is 300 words or longer. | Response is between 250 and 300 words | Response is between 150 and 250 words. | Response is less than 150 words. |

|   |   |  |   |  |
|---|---|--|---|--|
| <b>Relevant to Question Posed</b>                       | 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.  |
| <b>Knowledge of Assigned Reading Material</b>           | 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.   |
| <b>Application of Knowledge Beyond Reading Material</b> | 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.  |
| <b>Style and Mechanics</b>                              | 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 available to take any time between Friday, June 17<sup>th</sup> at 12:00am and Monday, June 20<sup>th</sup> 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 Assignment I – 10% of final grade***

The listening assignment is to be completed toward the end of the course. For the assignment, 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 Adele. 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 selection. 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 your chosen piece 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.

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 a link for the Listening Assignment. Within the 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.

| <b>Scoring Rubric for Listening Assignments</b> |  |   |   |   |
|---|--|---|---|---|
| Total Points Available: 40                      |  |   |   |   |
|   | Exemplary: 7-8   | Effective: 5-6  | Limited: 3-4  | Unsatisfactory: 0-2   |
| <b>Length of response</b>                       | Response is 3 pages or longer 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 pages in length and lack substantial answers to most prompts. |

|   |   |  |   |  |
|---|---|--|---|--|
| <b>Relevant to Question Posed</b>                       | 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.  |
| <b>Knowledge of Assigned Reading Material</b>           | 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.   |
| <b>Application of Knowledge Beyond Reading Material</b> | 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.  |
| <b>Style and Mechanics</b>                              | 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. |

### ***Listening Assignment II – 10% of final grade***

The second Listening Assignment is identical to the first in all but one way: this is to be completed as a group project. You will be split into small groups in order to complete the assignment. Each teammate will write about 2 or 3 elements of music and work together to summarize how each element contributes to the overall feel and emotion of the piece. Each group will need to meet via Zoom at least twice to discuss the project (an initial meeting to divide the labor and a second meeting to write the conclusion). All video meetings must be recorded and submitted along with the final paper.

### ***Historical Periods Assignments – 15% of final grade***

Weeks 13 and 14 of this course are 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.

|              | <b>Period</b>                  | <b>Classes</b> | <b>Assessments</b>       |
|--------------|--------------------------------|----------------|--------------------------|
| 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 Assignment I          | 10% |
| Listening Assignment II (Group) | 10% |
| 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.

**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<br/>1-16 to 1-20</p> | <ul style="list-style-type: none"> <li>• Purchase textbook:<br/><a href="http://dbkf6lrdbagw3.cloudfront.net/support/C4EStudentGuide_c4elink.pdf">http://dbkf6lrdbagw3.cloudfront.net/support/C4EStudentGuide_c4elink.pdf</a></li> <li>• Complete <i>Getting Started</i></li> </ul> |
| <p>Week 2<br/>1-23 to 1-27</p> | <ul style="list-style-type: none"> <li>• Complete <i>Class 1: Unity and Variety</i>, and <i>Class 2: Structure of Music</i> (on C4E)</li> <li>• Respond to <i>Discussion Assignment 1</i> (on D2L)</li> </ul>   |

|                         |  |
|-------------------------|--|
| Week 3<br>1-30 to 2-3   | <ul style="list-style-type: none"> <li>• Complete <i>Class 3: Types of Listeners</i> and <i>Class 4: Folk Music, Art Music, and All That Jazz</i> (on C4E)</li> <li>• Take <i>Section 1 Assessment</i> (on C4E)</li> <li>• Respond to <i>Discussion Assignment 2</i> (on D2L)</li> </ul>   |
| Week 4<br>2-6 to 2-10   | <ul style="list-style-type: none"> <li>• Complete <i>Class 5: Duration and Pitch</i> and <i>Class 6: Intervals and Volume</i> (on C4E)</li> <li>• Take <i>Duration Assessment, Pitch Assessment, Pitch Names Assessment, Pitch Notation Assessment, Intervals Assessment, and Volume Assessment</i> (on C4E)</li> </ul>  |
| Week 5<br>2-13 to 2-17  | <ul style="list-style-type: none"> <li>• Complete <i>Class 7: Timbre, Class 8: The Symphony Orchestra, and Class 9: Strings and Woodwinds</i> (on C4E)</li> <li>• Take <i>Instrumental Timbre Assessment, and Vocal Timbre Assessment, The Symphony Orchestra Assessment, Strings Assessment, and Woodwinds Assessment</i> (on C4E)</li> </ul>                                   |
| Week 6<br>2-20 to 2-24  | <ul style="list-style-type: none"> <li>• Complete <i>Class 10: Brass and Percussion, Class 11: Keyboard Instruments</i> and <i>Class 12: Keyboard Instruments (Cont.)</i> (on C4E)</li> <li>• Take <i>Brass Assessment, Percussion Assessment Keyboard Assessment, Harpsichord Assessment, Piano Assessment, Organ Assessment and Synthesizer Assessment</i> (on C4E)</li> </ul> |
| Week 7<br>2-27 to 3-3   | <ul style="list-style-type: none"> <li>• Complete <i>Class 13: Rhythm, Tempo, and Meter</i> (on C4E)</li> <li>• Take <i>Rhythm, Tempo, Meter Assessment</i> (on C4E)</li> <li>• Respond to <i>Discussion Assignment 3</i> (on D2L)</li> </ul>  |
| Week 8<br>3-6 to 3-10   | <ul style="list-style-type: none"> <li>• Complete <i>Class 14: Melody</i> (on C4E)</li> <li>• Take <i>Melody Assessment</i> (on C4E)</li> <li>• Respond to <i>Discussion Assignment 4</i> (on D2L)</li> </ul>  |
| Week 9<br>3-20 to 3-24  | <ul style="list-style-type: none"> <li>• Complete <i>Class 15: Harmony</i> and <i>Class 16: Texture</i></li> <li>• Take <i>Harmony Assessment</i> and <i>Texture Assessment</i> (on C4E)</li> <li>• Respond to <i>Discussion Assignment 5</i> (on D2L)</li> </ul>  |
| Week 10<br>3-27 to 3-31 | <ul style="list-style-type: none"> <li>• Complete <i>Class 17: Form</i> (on C4E)</li> <li>• Take <i>Form Assessment</i> (on C4E)</li> <li>• Respond to <i>Discussion Assignment 6</i> (on D2L)</li> </ul>  |
| Week 11<br>4-2 to 4-7   | <ul style="list-style-type: none"> <li>• Take <i>Midterm Exam</i> (on C4E)</li> </ul>  |
| Week 12<br>4-10 to 4-14 | <ul style="list-style-type: none"> <li>• Complete <i>Listening Assignment 1</i>. See assignment details above in the “Listening Assignment I” section of the syllabus. (on D2L)</li> </ul>   |



|                                 |   |
|---------------------------------|---|
| <p>Week 13<br/>4-17 to 4-21</p> | <ul style="list-style-type: none"> <li>• Choose and complete <b>the first and second <i>Historical Periods</i></b> 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)</li> <li>• Begin work on <i>Listening Assignment 2</i> with group. See assignment details above in the “Listening Assignments” section of the syllabus. (on D2L)</li> </ul>   |
| <p>Week 14<br/>4-24 to 4-28</p> | <ul style="list-style-type: none"> <li>• Choose and complete <b>the third and fourth <i>Historical Periods</i></b> 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)</li> <li>• Continue work on <i>Listening Assignment 2</i> with group. See assignment details above in the “Listening Assignments” section of the syllabus. (on D2L)</li> </ul> |
| <p>Week 15<br/>5-1 to 5-5</p>   | <ul style="list-style-type: none"> <li>• Complete <i>Listening Assignment 2</i>. See assignment details above in the “Listening Assignment II” section of the syllabus. (on D2L)</li> </ul>   |

## **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\*.