



Course Syllabus: course name

Fain College of Fine Arts

MUSC 3753 Section 101

Fall 2026 Tuesday and Thursday 11am-12:20pm

Contact Information

Instructor: Dr. Erica Rumbley

Office: #C117K

Office hours: M/W 10am-12pm, Tuesday 3-4:30pm

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Course Description

A study of the development of classical music in the western European tradition from the late 19th century into the 21st century. Music of selected indigenous cultures will be included. Recorded musical scores will illustrate stylistic development of representative composers in each period and give comparisons between western classical music and that of an aural tradition.

Course Objectives

The student who passes this series of courses will be able to:

- Identify, recognize, and describe general stylistic characteristics of music using accepted musical terminology.
- Accurately place a musical work and/or composer within an historical, cultural, or stylistic context.
- Understand and categorize how music functions in different historical cultures from romanticism to the present.
- Cite and identify upon hearing significant compositions from the history of western music
- Understand and appreciate the functions of music in society as cultural, religious, ceremonial, inspirational, and recreational.

Textbook & Instructional Materials

Required Text:

Hanning, Barbara. *Concise History of Western Music*, 5th Edition. New York: W.W. Norton, 2019.

Recommended Text:

Burkholder, Peter J. and Claude V. Palisca. *Norton Anthology of Western Music*, 8th ed., vol. 2 and vol. 3. New York, W.W. Norton, 2019.

Study Hours and Tutoring Assistance

Please Contact the Instructor.

Student Handbook

Refer to: [Student Handbook](#)

Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.

[Office of Student Conduct](#)

Moffett Library

Moffett Library provides resources and services to support student's studies and assignments, including books, peer-reviewed journals, databases, and multimedia materials accessible both on campus and remotely. The library offers media equipment checkout, reservable study rooms, and research assistance from librarians to help students effectively find, evaluate, and use information. Get started on this [Moffett Library webpage](#) to explore these resources and learn how to best utilize the library.

Grading

Table 1: Points allocated to each assignment

Category	Percentage
Attendance/Participation	10
Daily Work	10
Quizzes (5)	20
Reflection Assignments	20
Exams	20
Research Project	20
Total	100

Table 2: Total percentages for final grade.

Grade	Percentage
A	90 to 100
B	80 to 90
C	70 to 80
D	60 to 70
F	Less than 60

Homework

Readings and short assignments will be part of the Participation grade. Readings are to be completed before the next class, in order to facilitate discussion. Other assignments should also be completed by the start of class the day they are due, as they will often be utilized in our class time.

Quizzes

Throughout the semester we will have three listening quizzes and two content review quizzes.

Listening Quizzes will consist of recognizing assigned listening examples as well as describing unfamiliar pieces and placing them in their historical context.

Content Review Quizzes will be short quizzes over specific material designed to help you review and retain information before exams.

Assignments

We will have two Assignments—a Blog Post Assignment and a Musical Analysis—during the semester, due on September 17 and October 22. More details will be provided about the blog post shortly.

The listening assignment can take the form of a 2-page, 12 point font, double spaced paper, or a 6-7 minute podcast. A description of each is provided below, and we will discuss them more thoroughly in class as they approach.

Blog Post

- The opportunity to write about a selected topic for publication in the Wichita Falls Symphony Orchestra blog
- More information will be provided shortly

Listening Analysis:

- You will select two contrasting pieces to listen to and analyze. Your selections need to be approved before you complete the analysis.
- For the assignment, you will listen to each piece several times, taking note of stylistic characteristics, instrumentation, vocals (if applicable), and any other distinctive features.

- After careful listening, please describe each piece, and then provide a comparison/contrast of the two, noting how they are similar or different.
- Finally, mention how the pieces demonstrate (or don't demonstrate), characteristic features of the musical era or tradition they are from.

Mid-Term Exam

The Mid-Term exam is scheduled for Tuesday, October 20, during our regular class time. It will cover the Romantic era and connected topics discussed in class. I will provide a study guide and a review session before the exam.

Final Exam

The Final Exam will occur on Tuesday, December 8, from 1-3:30pm. It will cover the 20th and 21st centuries, as well as selected information from the first half of the semester. I will provide a study guide and a review session before the exam.

Research Paper

- You are able to select a topic of interest to you from any material covered or touched on in class, including non-western topics. Topics need to be selected and submitted for approval by September 10.
- Each paper should be 6-8PP pages, double-spaced, 12-point font, excluding title pages and bibliography.
- A proposal with a research question and preliminary thesis is due by September 24.
- An annotated bibliography of at least 8 sources, including at least two journal articles and one book (not including the textbook) should be submitted by October 8.
- An outline is due October 27.
- A rough draft is due for peer evaluation by November 10.
- Papers should be submitted by 11 am on December 1.

Grading Information:

Topic (10 points)
 Proposal/Thesis (10 points)
 Annotated bibliography (20 points)
 Outline (20 points)
 Rough draft (40 points)
 Final paper (100 points)

Grading Rubric for final paper:

Category	Percentage
Length and Format	20
Bibliography with at least 6 sources annotated properly	20
Clear thesis and coherent structure	20
Lack of grammatical and spelling errors	20
Depth and quality of information	20

Late Work

Late work will be accepted, however, ten percentage points will be deducted from the grade for each week it is late, up to 40 percentage points.

Make Up Work/Tests

Make-up work is allowed, however, ten percentage points will be automatically deducted from the grade. The only exceptions to this deduction are legitimate emergency situations and approved absences.

Important Dates

- Last day for term schedule changes: September 16, 2026.
- Deadline to file for graduation: September 21, 2026.
- Last Day to drop with a grade of "W:" November 23, 2026.
- Refer to: [Drops, Withdrawals & Void](#)

Desire-to-Learn (D2L)

Use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

Attendance

Attendance is a required part of this course, and will be taken daily. Each student is allowed two unexcused absences—after this, each unexcused absence will lower the attendance grade by 5%. If you have an emergency and must be absent, please let me know in advance, and make sure to do any make-up work from the day you miss.

Recording Classes

****Recording classes is generally prohibited without the professor's explicit permission.*** Such recordings, when permitted, are for personal use only and may not be uploaded to the internet or otherwise shared, transmitted, or published without the professor's prior consent. Some faculty may not permit recordings of their classes. When it is feasible and appropriate, students may record classes to accommodate disabilities under the Americans With Disabilities Act, with prior approval of Disability Support Services. Such recordings may not be uploaded to the internet or otherwise shared, transmitted, or published.

Online Computer Requirements

This class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. ****Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.*** Computers are available on campus in various areas of the buildings as well as the Academic Success Center. The college cannot work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into [D2L](#).

Instructor Class Policies

My goal as a professor is for us to engage with one another in interactive, supportive, informative, and creative class sessions. In order to foster this environment and facilitate communication, it is necessary to minimize distractions. Therefore I would ask you to abide by the following policies:

- Please refrain from cellphone usage during any class period. If you have an emergency situation and need to be on your phone, let me know before the class begins and I can work with you.
- Laptop computers should be used only for taking notes.
- Ear buds should not be worn during a class—even if you aren't actively listening to something, they send the message that you aren't interested in what's happening.
- If you arrive late, please try to cause as little disturbance as possible, and make sure to find out what you might have missed.

Artificial Intelligence

All work submitted during this class should be the student's own original work. Artificial intelligence is not permitted for assignments, papers, or homework unless otherwise explicitly stated in the assignment itself.

Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the Schedule of Classes each semester.

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exist in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Student Wellness Center, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

Emergency Aid Resources for Basic Needs

Unexpected life circumstances can affect anyone. If you are experiencing challenges meeting basic needs—such as housing, utilities, food, transportation, healthcare, technology, textbooks or other life necessities, resources may be available to help. Visit the [Student Emergency Support and Resources webpage](#) to learn more, and explore emergency support opportunities through MSU and how to access them. For additional information, please contact the Office of Student Affairs: Clark Student Center #108, (940) 397-7500, student.affairs@mstuexas.edu.

College Policies

Campus Carry Rules/Policies

Refer to: [Campus Carry Rules and Policies](#)

Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by WATC. Adult students may smoke only in the outside designated-smoking areas at each location.

Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes has prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit [Campus Carry](#).

Active Shooter

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [MSUReady – Active Shooter](#). Students are encouraged to watch the video entitled “Run. Hide. Fight.” which may be electronically accessed via the University police department’s webpage: ["Run. Hide. Fight."](#)

Grade Appeal Process

Update as needed. Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

Course Schedule:

***Notice:** Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

Week	Activities/Assignments/Exams	Reading	Assignments and Due Dates
August 24-30	Welcome and Review Nineteenth Century Introduction	Syllabus	Review the Syllabus
August 31- September 6	The Early Romantics	Chapter 19	Investigate possible research topics
September 7-13	Opera and Music Drama in the Nineteenth Century	Chapter 20	Research Topic Due, September 10 Listening Quiz #1, September 10
September 14-20	The Later Romantics	Chapter 21	Blog Post, Due September 17
September 21-27	Hispanic Heritage Month	Provided by the Instructor	Research Proposal Due, September 24
September 28-October 4	Music in the Late 19 th Century: Nationalism, Romanticism, and Beyond	Chapter 22	Content Review Quiz #1, September 29
October 5-11	The 19 th Century outside of Europe Gottschalk	Provided by the Instructor	Annotated Bibliography due, October 8
October 12-18	Romanticism Review and Midterm Preparation	Notes	Listening Quiz #2, October 13
October 19-25	Twentieth Century Introduction, Classical Modernism	Chapter 23	Midterm Exam, October 20 Research Paper Outline Due, October 22
October 26-November 1	Vernacular Music in America	Chapter 24	Reflection Assignment #2 Due, October 29
November 2-8	Vernacular Music Abroad	Chapter 25	Content Review Quiz #2, November 5

Week	Activities/Assignments/Exams	Reading	Assignments and Due Dates
November 9-15	Radical Modernism, Music Between the Wars	Chapter 26	Paper Draft Due, November 10
November 16-22	Music Between the Wars and Post-World Wars	Chapter 27	Listening Quiz #3, November 19
November 23-29	The Changing World of Post-War Music	Chapter 28	Thanksgiving, November 26!!
November 30-December 6	Into the 21 st Century and Review	Review	Research Paper Due, December 1
December 7-13	Final Exam	Review	December 10

TEA Competencies

Standards/Domains/Competencies	Course Assessments
Domain I: Listening	
<i>Competency 002- The teacher recognizes and describes music of diverse genres, styles and cultures in a musical recording.</i>	
A. Recognizes and demonstrates knowledge of major periods, styles and individuals in the history of music and their significance (e.g., Middle Ages, Renaissance, Baroque, Classical, Romantic, Modern).	Students accurately place a musical work within its historical, cultural, or stylistic context. Students are introduced to and debate merits of historical versus modern recordings and interpretations of works. Listening quizzes over each period and in general (over multiple periods) give students multiple opportunities to hone their skills.
B. Characterizes and classifies examples of non-Western music (e.g., Indonesian gamelan, African drumming, Indian raga, Cuban salsa) by genre, style, culture or historical period.	Students distinguish similarities and differences in musical characteristics among art, folk, and world music traditions. Students write critiques of the music performed in live concerts and on recorded albums.
C. Recognizes and describes music that reflects the heritage of the United States and Texas (e.g., folk songs, work songs, jazz, blues, gospel, Tejano, country, bluegrass).	Throughout the semester students have numerous opportunities to familiarize themselves with the music of the United States and Texas in particular through class demonstrations, discussions, and projects.

<i>Competency 003- The teacher evaluates and critiques musical compositions and performances in a musical recording.</i>	
C. Identifies and analyzes musical forms in performance and listening repertoire (e.g., twelve-bar blues, binary, ternary) and characteristics of style and expression in musical performance (e.g., dynamics, tempo, articulation, embellishments.)	Student will use and develop listening skills as one means to aid in the determination of formal structure, phrase and cadence type, and characteristics of expression.
Domain II: Music Theory and Composition	
<i>Competency 004- The teacher knows how to read, write and interpret standard music notation.</i>	
D. Recognizes and describes melody, harmony and texture of a musical work (e.g., modal, tonal, atonal, ostinato, doublings, melody and countermelody).	Students will analyze the score together with listening to realize correlations between harmony and form.
<i>Competency 005- The teacher understands methods and techniques of musical composition and improvisation and knows how to arrange music for specific purposes and settings.</i>	
D. Applies criteria for evaluating and critiquing musical compositions, evaluates specific musical works and styles using appropriate music terminology and knows how to offer constructive suggestions for the improvement of a musical composition.	Students will identify, recognize, and describe general stylistic characteristics of music using accepted musical terminology. They will be able to critique a composition with suggestions for its improvement.
Domain III: Music History and Culture	
<i>Competency 006- The teacher demonstrates a comprehensive knowledge of the history of Western music.</i>	
A. Recognizes and describes major periods (e.g., Middle Ages, Renaissance, Baroque, Classical, Romantic, Modern), styles and individuals in the history of Western music and their significance.	Students will be able to discuss individual musical periods and also to compare and contrast between the various periods of music history.
B. Characterizes and classifies examples of Western music by genre, style, culture or historical period.	Students will aurally recognize examples of Western European music by genre, style, culture, or historical period.
<i>Competency 007- The teacher understands music of diverse genres, styles and cultures and knows how music can reflect elements of a specific society or culture.</i>	
B. Recognizes and describes music that reflects the heritage of the United States and Texas (e.g., folk songs, work songs, jazz, blues, gospel, Tejano, country, bluegrass).	Students discuss and analyze various musics of the United States in general and Texas in particular, including stylistic characteristics and examples of folk songs, bluegrass, Tejano, and Mariachi genres.

C. Analyzes the purposes and roles of music in society and culture and analyzes relationships between music and society, culture and technology.	Student are challenged to understand the role that music has played (and continues to play) in shaping and commenting on various aspects of society, culture, and technology.
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