

Introduction to Music

Spring 2017

Mu 110, F1 (Monday 12:10-3), Room H 110

Mu 110, F4 (Thursday 12:10-3), Room H 144

3 credits; 3 class hours

Instructor: Dr. Alice Jones

Email: music.drjones@gmail.com

Class website: ww.drjonesmusic.me

Office: H 140

Office hours: Mondays by appointment 3-4

Co-requisite: None

Pre-requisite: BE-122 (or BE-226), or satisfactory score on the CUNY/ACT Assessment Test

Course description. A basic course, designed to develop in the student an understanding of musical art. After a discussion of basic concepts, terms, and principles of design in music, representative works of the great masters of the Baroque, Classical, Romantic, and Modern eras are played and analyzed. Aims for intelligent listening habits and recognition of specific forms and styles. Required readings, listening, and concert attendance.

This is a Writing Intensive (WI) course designed to help students become more comfortable, confident, and competent in both expressing their ideas through writing as well as writing in specific forms and styles. The course will involve both informal writing assignments (i.e., participation grades only) in addition to ten (10) pages of formal writing assignments (i.e., drafts of formal essays will receive instructor feedback, and revisions will be graded). It satisfies half of the WI requirement for a QCC degree program.

A requirement for students at Queensborough Community College is that at least two classes taken be designated as writing intensive (WI). The purpose is to facilitate and foster writing abilities at the college level. In this class, as in all WI sections, the following features are incorporated:

- 1) Students will spend time during the semester writing in the service of learning.
- 2) A minimum of 10 pages of writing will be assigned.
- 3) The professor will respond to and return these 10 pages at least once so that students have an opportunity to revise the paper (or papers) before a final grade is given.
- 4) Writing will be discussed regularly in class.
- 5) Students' written work will be a significant part of the course grade.
- 6) At least one exam will have a written component.

Curricular objectives:

- 1) Students will observe, analyze, and critique various aspects of the musical experience (such as performance, style, genre, musical elements, and the role of the listener) through class discussions, writing assignments, and online blog participation.
- 2) Students will understand and place works of music and performances in their historical, stylistic, and cultural context.
- 3) Students will integrate their personal observations and objective criticism in the evaluation of musical works.

General education objectives:

- 1) Students will communicate about what they have read and heard effectively through writing and speaking.
- 2) Students will apply aesthetic and intellectual criteria to the evaluation of works in the humanities/arts.
- 3) Students will integrate the knowledge and skills of their respective programs of study, especially the fine arts.

Course objectives:

- 1) Students will become familiar with the basic elements of music and will correctly use the discipline's technical vocabulary to describe those elements.
- 2) Students will become familiar with several pieces of music, composers, and their historical, stylistic, and cultural contexts.
- 3) Students will listen closely to, analyze, and make both objective and personal observations about music.
- 4) Students will engage in critical inquiry of works assigned by the instructor as well as works of their own choosing.

WELCOME TO MU 110, SECTIONS F1 AND F4!

Music is simultaneously both a product of our human society as well as a cultural force which shapes it. The overarching goal of the course is to explore the notion of musical meaning—what it is, where it comes from, how it can be known, and how it can change—for both ourselves as individuals and for other listeners in different times and places. With this in mind we will be listening to and interpreting an array of music this semester from the Baroque, Classical, Romantic, and Modern eras.

The course is roughly divided into two sections:

- 1) A 6-week introduction to vocabulary used in the discipline of music, a general historical survey (Renaissance to Romantic), and an introduction to four major genres that are the progenitors of much other music in the Western tradition (dance music, art music, songs, and the symphony); and
- 2) An exploration of several different (but by no means exhaustive!) ways music functions in people's lives: how people use music, how they think about it, and how it reflects the world in which they live. This section of the course will also touch upon ways that issues that appear in classical music are mirrored and shaped by other areas of social knowledge: the arts, philosophy, politics, and economics.

Because this is an introductory course, there must be some balance between breadth and depth—in the interest of covering a large swath of musical history in the West (roughly the years 486-2000 in Europe and the US), we will dig into some works or composers while omitting other numerous worthy pieces of music, composers, and performers in the classical music tradition. And, we also will not explore other traditions of music that may be of interest to you in class: jazz, rock, pop, reggae, etc. However, many of the ideas and principles that we discover in the exploration of the Western classical tradition are applicable to other genres, and students are encouraged to make connections between our in-class insights and other cultures of music, particularly in the Student Blog Post portion of the course.

REQUIRED COURSE MATERIALS

A folder or binder for storing your lecture notes, class papers, worksheets, and your past writing assignments.

A pen or pencil and a notebook. You will be writing in every class.

Access to the Internet. You will be required participate in a class blog. All assigned reading will be available as PDFs or links on the class website. The class website is also a source for recordings of works covered in class, study tips and guides, and additional course info (www.drjonesmusic.me).

A positive attitude, receptive ears, respect for everyone in the classroom, and an open mind!

STUDENT EVALUATION CRITERIA

Students' understanding of course materials will be assessed through the following kinds of required activities:

- 30% Graded formal writing projects (4)
- 15% Participation in online discussions (9)
- 15% Participation in student-led blog posts (24)
- 15% In-class quizzes, in-class writing, essay drafts, and in-class participation
- 10% Midterm exam
- 10% Final discussion and writing assignment
- 5% Leading one online discussion

Late assignments: Formal writing assignments will lose one point per day that they are late; after two weeks, late assignments will not be accepted. In-class assignments will not be accepted late; the grade for a missed in-class assignment is a 0.

Formal writing: There will be four (4) graded formal writing projects in this class which will be completed in steps (prewriting, drafts, instructor feedback, revision) over several weeks. Final draft submissions will consist of handing in all pre-writing assignments, all previous drafts, and a revision reflection in which you describe how you responded to instructor feedback and prepared your final draft.

Due dates for drafts are listed in the course calendar.

- 1) Course Intro Essay (3pp)
- 2) Student Blog Post (3pp)
- 3) Blog Response Essay (3pp)
- 4) Concert attendance and response essay (1 page)

Participation in online discussions: Every student will be required to participate in nine (9) week-long online discussions led by the instructor found on the class website. These discussions are an opportunity for students to engage in additional informal writing, learn from their peers, and apply the concepts of observation, analysis, and critique introduced in class to a range of different musical styles. The topics of these discussions will extend and expand the in-class lecture topic of the first section of the course.

Dates of specific online discussions are listed in the course calendar, and these assignments will begin February 6 and end April 9. Each online discussion begins on a Monday at 12:01am and ends on a Sunday at 11:59pm. You will be graded based on whether you have posted the required kind and amount of comments on each discussion; partial credit will be awarded. I will drop the 2 lowest grades of these assignments, but if you participate fully in all 9 of the required online discussions, you will earn extra credit (+10 on the average for this portion of the course).

Participation in student-led blog posts: Partway through the semester, the online portion of this course will be curated by the students—the second formal writing assignment listed above will be done online as part of a student-written online magazine, called a blog. Each student will

write and post a blog post about a piece of music of his or her choosing, and these formal writing assignments will be the content of 25 student-led blog discussions, published in sets of 4 or 5 at a time for one week each.

Dates of specific online discussions are listed in the course calendar.

Section F1 (Monday class meetings): April 10 through May 14

Section F4 (Thursday class meetings): April 12 through May 16

Each online discussion begins on a Monday at 12:01am and ends on a Sunday at 11:59pm. If you are not the author of a given student blog post, you will be graded based on whether you have posed the required kind and amount of comments on each post; partial credit will be awarded. Of the approximately 24 required student blog posts (excluding your own), I will drop the 4 lowest grades. However, if you participate fully in all of the required blog post discussions, you will earn extra credit (+10 on the average for this portion of the course).

Curating a student-led blog post discussion: If you are the author of a given student blog post, your task will be to encourage meaningful discussion by clarifying your ideas, responding to student questions, and generally keep the conversation going for the course of the week. While your blog post is active, you will be graded based on whether you have posed the required kind and amount of responses to student comments on your post.

Midterm and Final exams: The midterm exam will take place at the beginning of class in late March:

Section F1 (Monday class meetings): March 20

Section F4 (Thursday class meetings): March 23

The final exam will consist of a graded class discussion followed by a writing component based on that discussion. A preparatory blog post on the class website will be available beginning May 15. The exact date of the exam is TBA, but exams are scheduled May 19-26.

In-class daily grades: This portion of your grade will come from several kinds of assignments:

- 1) Drafts or prewriting of formal writing assignments – graded for participation
- 2) Quizzes based on the day's assigned reading – graded for accuracy
- 3) In-class writing or worksheets – graded for participation
- 4) End-of-class quizzes based on the day's lecture – graded for accuracy
- 5) In-class participation. Each student's daily participation grade starts at a 90 just for showing up and sitting through class. Participation in class discussions adds points (and extra credit) to your daily grade. Sleeping, using your cell phone, holding side conversations, and other rude or distracting behavior removes points from your participation grade.

There are no make-ups given for any missed in-class assignments. I will drop up to two-days' worth of daily assignment grades (i.e., each student can miss up to 2 days with no affect to his or her daily grade).

Extra credit: There are three (3) ways to earn extra credit in this course:

- 1) Participate fully in all online discussions and student-led blog posts (worth 10 additional points on each of these averages);
- 2) Comment with exceptional insight and effort in online discussions and student-led blog posts (worth 5 extra points on each blog discussion); and
- 3) Attend any of the extra credit performances listed in the course calendar (worth 10 additional points on your daily average).

You cannot pass this course by only doing extra credit. In order not to feel concerned about your grade, you should complete every assignment, do so with your best effort, and ask questions if you are unclear what is being asked of you. There are many assignments in this class, meaning that there are many opportunities to do well.

CLASS POLICIES

Students are responsible for all material covered in class, assigned for homework, posted on the class website, and communicated via email.

Attendance: Each student is allowed two unexcused absences; two late arrivals and/or early departures are equivalent to one absence. Additional absences will negatively affect your grade. Regular attendance and participation (in-class writing, assignments, and discussion) are required. If a student is absent, he or she is still responsible for all missed work.

In accordance with QCC attendance requirements stated in academic standing, absences of 15% or more of the course may result in a failing grade. Excessive late arrivals or early departures may also result in a failing grade. <http://www.qcc.cuny.edu/academicAffairs/academic-standing.html>

Participating in our classroom's intellectual space: Be respectful—of me, of your fellow students, of conflicting opinions, of your work, and of the music and cultures we study together—in all spheres of this course, including in the classroom, online comments, and email communication. Things that are disrespectful include, but are not limited to, *ad hominem* attacks, expressions of racism and sexism, and engaging in activities that are distracting those around you during our time together: arriving late, leaving early, sleeping, and holding unrelated side conversations. Cell phones should be turned off during class; laptops and tablets should only be used for activities that are relevant to the course. In the event that you must use your phone for a text or a phone call, please do so in a responsible manner: step outside, take care of your emergency, and return to class as quickly and quietly as possible. I expect you to be engaged in our classroom activities and to behave like responsible (young) adults—abuse of this policy will negatively affect your grade.

Emailing the instructor: Please include both a salutation (e.g., Hello Professor, Dear Dr. Jones) and a closing (e.g., Thank you, Sincerely, See you tomorrow) followed by your full name. I will not respond to email after 10 pm.

Academic Integrity: As members of an academic institution, we are engaged in an effort (and sometimes a struggle) to become better versions of ourselves—more informed, more eloquent, and more persuasive people. However, we cannot improve ourselves by relying on another person’s work, ideas, or words. While honest scholarship is time-consuming and often requires hard work, it is also the primary process by which students learn to think for themselves. Because of this, all assignments must be the original work of the student. If at any point you are unsure what constitutes plagiarism or unethical conduct, please ask your course instructor.

The QCC Academic Integrity Policy reads:

“Assessment of student knowledge is a necessary part of academic life. The educational process must provide opportunities for students to demonstrate understanding and knowledge in each of their courses and to have their command of subject matters and skills evaluated fairly by the faculty. Students must be guided, therefore, by the most rigorous standards of academic honesty in preparing all assignments and exercises and examinations. It is essential that everyone believe it has been done fairly. Students at the College are expected to be honest and forthright in their academic endeavors. In cases of doubt about ethical conduct, students should consult their instructors. To falsify the results of one’s research, to steal the words or ideas of another, to cheat on an examination, or to allow another to commit an act of academic dishonesty corrupts the essential process by which knowledge is advanced. It is the official policy of the College that all acts or attempted acts that are violations of academic integrity be reported to the Office of Student Affairs. At the faculty member’s discretion and with the concurrence of the student or students involved, some cases, though reported to the Office of Student Affairs, may be resolved within the confines of the course and department. All others will be adjudicated within the process described in the section marked Violations of Academic Integrity.”

Campus academic resources:

Academic Literacy Learning Center (ALLC) – Humanities building (H 324)

Campus Writing Center (CWC) – Library, first floor

Student Learning Center (SLC) – Library, first floor (L-125)

Students with Disabilities: Any student who feels that he/she may need an accommodation based upon the impact of a disability should contact me privately to discuss his/her specific needs. Please contact the office of Services for Students with Disabilities in Science Building, room 132 (718 631 6257) to coordinate reasonable accommodations for students with documented disabilities.

Modifications to the Syllabus: The instructor reserves the right to modify this syllabus if circumstances warrant. Students will be notified of any changes in a timely manner by the instructor.