

## COURSE SYLLABUS-Fall 2018

\*\*\*\* Please read the following carefully, as you are responsible for its content!\*\*\*\*

<b>MUS*</b>	<b>101</b>	<b>Music History and Appreciation Online (CRN # 3288)</b>
Department	Course No.	Course Title
<b>3</b>	N/A	
Credit Hrs.	# lecture hrs./week	

Prepared by	<b>Dr. Joseph Murfin</b>	<b>August 2017</b>
	Faculty Member	Date

Course prerequisites:

Course Location (building/room number):     **Online**

Meeting time (days/hours):     **N/A**

**Course Description:**

Understanding and appreciation of music literature. Classic, Romantic, and Modern styles studied through the works of composers of those periods.

**Textbooks and other required readings/computer software/materials/library reserve room:**

- Music: An Appreciation, Brief 9th Edition by Roger Kamien (hardcopy or ebook version)  
ISBN 9781259870545
- Regular Access to a Computer or Laptop

Office Location	Wheaton Hall, Room 310	Office Hours/	TR 11:00AM-12:00PM MW 11:00AM-11:30AM Or by Appointment
Office Telephone:	860-343-5744	Office e-mail:	jmurfin@mxcc.commnet.edu

**Attendance:** This is an online class and does not have an on ground attendance policy. You are responsible for keeping up with all weekly assignments according to the online schedule.

**Course Content:** This tab on the left side of the Blackboard shell will be the primary tab for accessing your weekly assignments. When you click the tab, you will see a folder for each week of the semester. Within the folder will be each week's quiz, discussion board link, or links to other assignments. .

**Weekly Readings:** Readings from the textbook will be assigned weekly. Weekly discussions and online quizzes will be based on material from the readings and/or the weekly Powerpoint presentations.

**Online Quizzes:** Online quizzes will be completed on Blackboard. They will be posted under the course content tab in the corresponding week's folder. They will consist of questions from the Powerpoint slides and the weekly readings.

**Weekly Discussions:** Each week, students will be required to participate in discussion the online discussion board. A minimum of three (3) posts are required each week, though students are encouraged to post as many times as they would like. Two of your posts must be initial responses to the prompts by the instructor, while one of these posts must be a response to another student's post. **Your 2 initial posts must be a minimum of 150 words each and are due weekly on Wednesday nights. Your response post must be a minimum of 100 words and is due weekly on Friday nights.** Any extra posts above the minimum 3 are of course not subject to the word count minimums. There is an automatic word counter in Blackboard, so please use this when creating your posts. I will participate in the discussion board as well and will make comments throughout the semester.

**Discussions will be graded on content as well as the minimum word requirement. To receive full credit, posts must meet the minimum word requirements, must be relevant to the prompt/post, and must be well-written and well thought-out.** When the post asks for an opinion, remember that there is no "right" or "wrong" answer, as long as you explain your thoughts.

**Blackboard Assignment:** Blackboard Assignments will be assigned periodically throughout the semester and will consist of prompts to which you will respond with organized written responses. For each prompt, there will be a given minimum length for the response. Responses should be well-written, well-thought out, and grammatically correct. These assignments will be more involved than the quizzes. They will cover information from previous Powerpoint slides and assigned readings. They will be posted under the weekly content tab in the corresponding week's folder.

**Final Blackboard Assignment:** During finals week, you will complete a final Blackboard Assignment. This will be similar to previous Blackboard Assignments in terms of format. However, the subject matter will be cumulative (based on work throughout the entire semester), and responses will be a bit longer and more in-depth than previous Blackboard Assignments.

**Course Calendar** A course schedule is available in Blackboard. Please print this out and keep it near your computer. There is also a link to an interactive calendar, which will have upcoming due dates list. Please check this every week to ensure that you know what assignments are coming up.

**Evaluation:**

Discussion Board Participation Average:	30%	
Weekly Quizzes Average:	25%	
Blackboard Assignment Average :		30%
Final Blackboard Assignment:	15%	

**Grading:**

Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
Percent	93-100	90-92	87-89	83-86	80-82	77-79	73-76	70-72	67-69	63-66	60-62	< 60

**NOTE: The instructor reserves the right to make changes to the above syllabus as necessary.**

**MUS 101 Topics/Due Dates Fall 2018 (Tentative)**  
**All Assignments due at 11:59pm**

<u>WEEK</u>	<u>Topic</u>	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
#1 August 27	Introduction to the Online Classroom, the Elements of Music				Discussion Board #1 <b>(Response to Initial Two Prompts Due)</b>	Quiz #1 Due  Discussion Board #1 <b>(Response to Another Student Due)</b>
#2 Sept 3	The Elements of music continued			Discussion Board #2 <b>(Response to Initial Two Prompts Due)</b>	Quiz #2 Due	Discussion Board #2 <b>(Response to Another Student Due)</b>
#3 Sept 10	The Elements of music continued			Discussion Board #3 <b>(Response to Initial Two Prompts Due)</b>	Quiz #3 Due	Discussion Board #3 <b>(Response to Another Student Due)</b>
#4 Sept 17	Ancient Music, to the Middle Ages and Renaissance Part I	<b>Blackboard Assignment 1 Due</b>		Discussion Board #4 <b>(Response to Initial Two Prompts Due)</b>	Quiz #4 Due	Discussion Board #4 <b>(Response to Another Student Due)</b>
#5 Sept 24	Ancient Music, to the Middle Ages and Renaissance Part I			Discussion Board #5 <b>(Response to Initial Two Prompts Due)</b>	Quiz #5 Due	Discussion Board #5 <b>(Response to Another Student Due)</b>
#6 Oct 1	Baroque Part I			Discussion Board #6 <b>(Response to Initial Two Prompts Due)</b>	Quiz #6 Due	Discussion Board #6 <b>(Response to Another Student Due)</b>
#7 Oct 8	Baroque Part II	<b>Blackboard Assignment 2 Due</b>		Discussion Board #7 <b>(Response to Initial Two Prompts Due)</b>	Quiz #7 Due	Discussion Board #7 <b>(Response to Another Student Due)</b>
#8 Oct 15	Classical Period I			Discussion Board #8 <b>(Response to Initial Two Prompts Due)</b>	Quiz #8 Due	Discussion Board #8 <b>(Response to Another Student Due)</b>
#9 Oct 22	Classical Period Part II			Discussion Board #9 <b>(Response to Initial Two Prompts Due)</b>	Quiz #9 Due	Discussion Board #9 <b>(Response to Another Student Due)</b>

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#10 Oct 29	Romantic Period Part I	<b>Blackboard Assignment 3 Due</b>		Discussion Board #10 <b>(Response to Initial Two Prompts Due)</b>	Quiz #10 Due	Discussion Board #10 <b>(Response to Another Student Due)</b>
#11 Nov 5	Romantic Period Part II			Discussion Board #11 <b>(Response to Initial Two Prompts Due)</b>	Quiz #11 Due	Discussion Board #11 <b>(Response to Another Student Due)</b>
#12 Nov 12	20 <sup>th</sup> Century Part I			Discussion Board #12 <b>(Response to Initial Two Prompts Due)</b>	Quiz #12 Due	Discussion Board #12 <b>(Response to Another Student Due)</b>
Nov 19		<b>Blackboard Essay 4 Due</b>		<b>Thanksgiving Break</b>	<b>Thanksgiving Break</b>	<b>Thanksgiving Break</b>
#13 Nov 26	20 <sup>th</sup> Century Part II			Discussion Board #13 <b>(Response to Initial Two Prompts Due)</b>	Quiz #13 Due	Discussion Board #13 <b>(Response to Another Student Due)</b>
#14 Dec 3	Jazz			Discussion Board #14 <b>(Response to Initial Two Prompts Due)</b>	Quiz #14 Due	Discussion Board #14 <b>(Response to Another Student Due)</b>
#15 Dec 10	Final Exam Week		<b>Final Blackboard Essay Due</b>			

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**IMPORTANT COLLEGE POLICIES!! PLEASE READ CAREFULLY!**



For information about the college's policies and procedures regarding academic honesty, accessibility/disability services, attendance, audio-recording in the classroom, grade appeals, plagiarism, religious accommodations, weather and emergency closings, and more, please go to the following website: [www.mxcc.edu/catalog/syllabus-policies/](http://www.mxcc.edu/catalog/syllabus-policies/) or scan the QR code with your smart phone. Also, please become familiar with the policies regarding nondiscrimination, sexual misconduct, and general student conduct at the following website: [www.mxcc.edu/nondiscrimination/](http://www.mxcc.edu/nondiscrimination/).

***NON-DISCRIMINATION STATEMENT***

*Middlesex Community College does not discriminate on the basis of race, color, religious creed, age, sex, national origin, marital status, ancestry, present or past history of mental disorder, learning disability or physical disability, sexual orientation, gender identity and expression or genetic information in its programs and activities. In addition, the College does not discriminate in employment on the additional basis of veteran status or criminal record.*

*The following people have been designated to handle inquiries or complaints regarding non-discrimination policies and practices:*

- *Primary Title IX Coordinator  
Dr. Adrienne Maslin  
Dean of Students/Title IX and Section 504/ADA Coordinator  
amaslin@mxcc.edu; 860-343-5759; Founders Hall Room 123*
- *Anastasia Pych  
Director of Human Resources and Labor Relations, Middlesex Community College  
apych@mxcc.edu; 860-343-5751; Founders Hall Room 115*

## Blackboard Learn

Blackboard Learn (BB) will be used in this class. If you have not used this before you can follow the directions below on how to access this resource:

### Access Blackboard Learn

1. Open a web browser.
2. Go to [my.comnet.edu](http://my.comnet.edu).
3. Enter your **NetID** and **password**, click Login.

**NetID:** BannerID@student.comnet.edu,

Do not know your NetID? Visit this site to find out:

<https://www.comnet.edu/netid/lookupnetid.asp>

**Password:** The same password to log on to a campus computer at any of 12 Connecticut community colleges.

If you have never logged on to a campus computer, the initial password is a combination of your first 3 letters of birth month (capitalize the first letter), & (shift+7), and last four digit of your social security number.

For example, if you are born in April and the last four digits of your social security number are 4575, then your initial password is Apr&4575 (case sensitive).

After you logon with the initial password, you will be prompted to change to a new password. The new password **MUST** have 8 or more characters and satisfy 3 of the 4 rules as follows: Upper case, Lower case, Numbers, and Special character (Example: Flower2010).

#### 4. Access Blackboard

Once you are in myCommNet, click **Blackboard** icon at upper right. Click on your **course name**. To go to another course, click **My Blackboard** (upper right) and click on the course name (MAT\*137 for this course).

For technical assistance with logging on and use of Blackboard Learn, visit

[www.mxcc.comnet.edu/distance](http://www.mxcc.comnet.edu/distance)

**COURSE OUTLINE**

MUS	101	Music History and Appreciation I	3
<b>Course Abbr.</b>	<b>Course No.</b>	<b>Course Title</b>	<b>Credits</b>
Prepared by	Robert Nasta	Jaime Flores	12/2015
	<b>Faculty</b>	<b>Program Coordinator</b>	<b>Division Director</b>
			<b>Date</b>

*Course Description*

Understanding and appreciation of music literature. Classic, Romantic, and Modern styles studied through the works of composers of those periods.

*General Objectives of the Course*

As a means to increasing their appreciation of classical music, students will learn to identify the sounds of the individual instruments in the standard symphony orchestra, the typical forms of classical music, and the representative sounds of the five main historical periods of western music.

Historical Knowledge/Understanding (full competency)

Students will study the interrelatedness of various realms of human experience from multiple historical perspectives.

Social Phenomena Knowledge/Understanding (embedded 1, 3-5)

Students will develop an increased understanding of the influences that shape a person's, or group's attitudes, beliefs, emotions, symbols, and actions, and how these systems of influence are created, maintained, and altered by individual, familial, group, situational or cultural means.

Appreciation of the Aesthetic (full competency)

Students will understand the diverse nature, meanings, and functions of creative endeavors through the study and practice of literature, music, the theatrical and visual arts, and related forms of expression.

Unit #	Instructional Unit	Specific Objectives of Unit
1	Sound	Learn to distinguish among the various instruments in the orchestral families (strings, woodwinds, keyboards, brass, percussion) as well as among the varieties of the human voice learn to distinguish among standard indications in tempo, dynamics, and manner of performance.
2	Form	Learn to identify the standard musical forms, both instrumental and vocal (e.g., concerto, overture, tone poem, character piece, Lied, motet, chorale)
3	Style	Learn to identify the representative sounds of the five main historical periods of western music—the Renaissance, the Baroque, the Classical, the Romantic, the Modern
4	Historical Knowledge/Understanding (full competency)	<ul style="list-style-type: none"> <li>• Interpret and differentiate types of historical sources including popular, academic, primary, and secondary.</li> <li>• Recognize ever-changing interpretations of history.</li> <li>• Examine the development of societies in national and/or international contexts.</li> <li>• Explain the influence and agency of race, class, gender, and other perspectives on historical events.</li> <li>• Describe the impact of the past on subsequent events, including the present.</li> <li>• Examine the complex, dynamic, and interrelated nature of change.</li> </ul>
5	Social Phenomena Knowledge/Understanding (embedded)	<ul style="list-style-type: none"> <li>• Explain social, organizational, political, economic, historical, or cultural elements that influence and are influenced by individuals and groups.</li> <li>• Recognize ethical issues pertaining to social contexts and phenomena.</li> <li>• Explain issues of diversity within and across cultures.</li> <li>• Apply concepts or theories of social phenomena to real world situations. (e.g., service learning, group work, clubs, organizations, civic engagement, conflict resolution, and internships).</li> </ul>