



## MUSC& 105 MUSIC APPRECIATION

Section OAS – Item #1808

### Syllabus\* - Winter 2013

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**Phone:** 360-710-6416

**Textbook:** *Experience Music*, by Katherine Charlton (McGraw-Hill, 3<sup>rd</sup> ed.)

### Course Overview

#### OUTCOMES

At the end of the course, successful students will be able to:

- Articulate the difference between active, interactive and passive listening.
- Describe a skill set related to actively listening to music.
- Articulate an inventory of their listening skills, their openness and their interests in relationship to a variety of musical styles..
- Identify the elements of music and how composers use them in the creation of music.
- Demonstrate an understanding and the use of a basic body of musical terminology.
- Demonstrate knowledge of the skills and the activities that can make the experience of attending a concert more meaningful.
- Describe the cultural norms of each of the periods of music history, how they vary, how they influence and are reflected in the art of the each period of music history.
- Identify major composers of each of the periods of music history and describe the characteristic of their music as well as the cultural influences that affected their lives.
- Identify a repertoire of music by sound, period of music, composer, and stylistic characteristics, and relate it to its historical, cultural, and technical context.
- Demonstrate their listening skill level by reviewing live musical events.

#### HOW OUTCOMES WILL BE MET

The activities of this course provide students practical listening experiences to

build new listening skills and the structure and background to experience music at a more meaningful level. The class normally comprises eight units focused on listening techniques, the elements of music, vocabulary for discussing music, and the historical styles of the art music (“classical music”) of western composers.

Each unit contains a series of reading assignments, listening exercises and a unit exam that must be completed before you can move to the next unit. In addition, students will complete a Concert Review Project, built around attendance at a live classical music concert, to hone their listening and musical discussion skills.

## GRADING POLICY

I use these criteria when assessing work that cannot be graded quantitatively:

### **A-level work:**

- is excellently done, and goes well beyond the minimum requirements of the assignment.
- demonstrates a high degree of intellectual engagement in the assignment and enthusiasm for learning.
- is well organized, submitted on time, and communicates ideas clearly, with a minimum of spelling and grammar errors.
- displays excellent analytical thinking skills, originality and insight, and the ability to recognize and synthesize relevant facts and concepts.
- demonstrates a high degree of understanding of and facility with the ideas and skills taught in the course, including the ability to recognize and describe musical events using appropriate terminology and concepts, and an openness to unfamiliar types of music and ways of listening.

### **B-level work:**

- is good work that clearly goes beyond minimum requirements for the assignment.
- is on the right track to “A” work, but does not score as highly on the criteria outlined for above for “A” work.

### **C-level work:**

- is acceptable, but only minimally meets expectations and minimal requirements for the assignment, and scores only at threshold levels on the criteria outlined for above for “A” work.
- typically demonstrates inconsistent or merely superficial understanding of or facility with course concepts and skills, and little intellectual engagement in the activity.

### **D-level work:**

- is substandard.
- clearly lacks sufficient content and depth of thought, demonstrates only limited understanding of course concepts or interest in the assigned activity, and falls substantially short of fulfilling the minimum assignment requirements and the expectations outlined above.

**F-level work:**

- is unacceptable and not worthy of a passing grade.
- falls far below the minimum requirements of the assignment, demonstrates only the most minimal level of effort and intellectual engagement in the activity, and meets virtually none of the requirements and the expectations outlined above.

**Grade weighting**

Final grades are determined by student performance on the various class assignments and exams, in approximately the following proportions:

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- Concert review project 15%
- Class discussions & miscellaneous other assignments 30%
- Unit exams (8 total) 55%

Subject to change as warranted (I occasionally apply a curve at the end of the quarter to the benefit of student grades, if the difficulty of the work warrants it), letter grades are assigned according to the following ranges:

- A: 94-100%
- A-: 91-93%
- B+: 88-90%
- B: 85-87%
- B-: 82-84%
- C+: 79-81%
- C: 76-78%
- C-: 73-75%
- D+: 70-72%
- D: 67-69%
- F: <67%

**Unit quizzes and final exam**

The course content is sequential, so it is important to fully understand each unit before proceeding to the next. Every unit concludes with an exam, which must be completed, along with all other assignments for the unit, before the student can move on to the next. There will be no mid-term or final exam.

The unit exams will focus on identifying and describing musical examples (approximately 20% of each exam), as well as multiple-choice, true/false, matching and other “objective” questions about factual course content.

**Late submissions, make-up work & extra credit**

Work submitted after the deadline without pre-approval will receive a grade

penalty at the discretion of the instructor. Students having problems in any of the units may arrange to improve their scores by doing additional work agreed to in advance by the instructor.

## **Classroom Learning Atmosphere**

### **HOW TO SUCCEED IN MUSC&105**

- Apply your best efforts to complete all assignments properly and on time. The course calendar will be your best reference for assignment due dates.
- In an on-campus version of this course you would expect to spend approximately 1 hour per day in class (4 days per week) and another 1½ to 2 hours per day studying (6 days per week). Devote at least that much time – up to 16 hours or more per week – to this online version. Don't make the mistake of assuming online courses are easier than on-campus courses; they aren't.
- Start by opening the Start Here link on the class home page. There is some valuable information there about how to succeed in this class.
- Be aware of the due dates for all assignments and exams, and pace your work out on a daily basis. Becoming familiar with the musical examples will take some time, which means the content of the course is nearly impossible to cram at the last hour.
- Listen to each music example several times -- without distractions from phones, computers, conversations, TV, etc. – using the Listening Guides in the textbook. Listening to music is one of the central activities of the course, and it takes more than one hearing to grasp what is happening musically.
- Monitor your own grades and take the initiative to seek help from the instructor when needed. I'll be glad to do whatever I can to assist you.
- Alert the instructor and provide acceptable reasons in advance if you expect to be unable to complete any work in a timely fashion.
- Be able to read and write at a collegiate level. Edit and spell-check all work before submission.
- Do not use wording from the work of others, or even paraphrase it, without indicating the source. This is plagiarism and can result in your failing the course and/or placement on academic probation. A good resource for information on how to avoid plagiarism is the BC Writing Lab:  
<http://bellevuecollege.edu/writinglab/Plagiarism.html>

### **AFFIRMATION OF INCLUSION**

Bellevue College is committed to maintaining an environment in which every member of the campus community feels welcome to participate in the life of the college, free from harassment and discrimination. We value our different backgrounds at Bellevue College, and students, faculty, staff members, and

administrators are to treat one another with dignity and respect.

For further information, visit <http://bellevuecollege.edu/about/goals/inclusion.asp>

## STUDENT CODE

### Class conduct

Cheating, stealing and plagiarizing (using the ideas or words of another as one's own without crediting the source) and inappropriate/disruptive classroom behavior are violations of the Student Code of Conduct at Bellevue College. Examples of unacceptable behavior include, but are not limited to: ... inappropriate behavior toward the instructor or classmates. The instructor can refer any violation of the Student Code of Conduct to the Dean of Student Services for possible probation or suspension from Bellevue College. Specific student rights, responsibilities and appeal procedures are listed in the Student Code of Conduct, available in the office of the Dean of Student Services.

The Student Code (BC Policy 2050) may be found in full at:

[http://bellevuecollege.edu/policies/2/2050\\_Student\\_Code.asp](http://bellevuecollege.edu/policies/2/2050_Student_Code.asp)

Information about Bellevue College's copyright guidelines can be found at:

<http://bellevuecollege.edu/lmc/links/copyright.html>

### ***Important Links***

## DISTANCE EDUCATION PROGRAM

**Email:** [disted@bellevuecollege.edu](mailto:disted@bellevuecollege.edu)

**Phone:** (425) 564-2438 or 1 (877) 641-2712 (toll-free)

**Office:** Bellevue College Main Campus, Room A140

**Web page:** <http://bellevuecollege.edu/distance/>

## DISABILITY RESOURCE CENTER (DRC)

The Disability Resource Center serves students with a wide array of learning challenges and disabilities. If you have a disability or learning challenge for which you have documentation, or you have seen someone for treatment, and if you feel you may need accommodations in order to be successful in college, please contact the DRC as soon as possible.

If you require assistance in case of an emergency situation, such as a fire, earthquake, etc, please meet with your instructor immediately.

The DRC office is located in B132. The reception desk can be reached at 425-564-2498. Deaf students can contact the DRC by video phone at 425-440-2025 or by TTY at 425-564-4110.

Please visit the DRC website, at [www.bellevuecollege.edu/drc](http://www.bellevuecollege.edu/drc), for program and application information other helpful links.

## PUBLIC SAFETY

The Bellevue College Public Safety Department staff provides personal safety, security and crime-prevention services to the campus community 24 hours per day, 7 days per week. Public Safety is located in room K100 and on the web at: <http://bellevuecollege.edu/publicsafety/>. Contact Public Safety by phone at 425-564-2400.

## ACADEMIC CALENDARS

- **Enrollment Calendar**

<http://bellevuecollege.edu/enrollment/calendar/deadlines/>

Dates for admissions, registration, withdrawing and receiving tuition refunds.

- **College Calendar**

<http://bellevuecollege.edu/enrollment/calendar/holidays/1011.asp>

Quarter end and start dates, holidays, scheduled closures, and final exam dates and times.

## STUDENT SERVICES

- [Advising](#)
- [Degree Audit](#)
- [Placement Testing](#)
- [Financial Aid](#)
- [Student Programs](#)
- [Student Handbook](#)
- [Ordering Books](#)
- [Library Media Center](#)
- [Disability Resource Center](#)
- [Counseling Center](#)
- [All BC Online Services](#)

*\*This syllabus is subject to change at the discretion of the instructor.*