

MUL2010: MUSIC LITERATURE, LISTENING AND UNDERSTANDING

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Mode of Instruction: Online

Course Objectives

This course is an introduction to music as a manifestation of human culture, as an expressive art form, and as an intellectual discipline. We will cover a variety of significant musical repertoire, skills for perceptive listening, and develop your ability to respond to musical expression with critical insight.

By the end of the course, you should be able to:

- Define terms in an appropriate vocabulary for discussion of musical works, and use those terms correctly and effectively in conversation and writing.
- Identify specific musical touchstone works by composer and title, and musical styles by their cultural times and places through listening.
- Explain different cultural functions and practices in different musics.
- Interpret and critique aspects of musical expression within particular musical works, as they arise from the use of elements of musical style.

The Liberal Studies for the 21st Century Program at Florida State University builds an educational foundation that will enable FSU graduates to thrive both intellectually and materially and to support themselves, their families, and their communities through a broad and critical engagement with the world in which they live and work. Liberal Studies thus offers a transformative experience.

This course has been approved as meeting the Liberal Studies requirements for **Cultural Practice and Humanities** and thus is designed to help you become a thoughtful patron of and participant in cultural practice. As such, you will demonstrate the ability to compare and interpret intellectual and artistic expressions of a variety of cultures; and compare, interpret and create or model cultural artifacts that function as widely varied reflections of human perspectives and/or practices.

Course Structure

The course is organized around a series of units that explore the place of music in relation to contemporaneous social, political, and economic forces in through history. There is no expectation of previous musical or music theory study for this course. There is no expectation of technical knowledge for the class other than accessing Blackboard. Any further requirements will be explained and demonstrated where needed.

Each week will have a module on Blackboard containing: outlines for the unit, lists of required readings, listening and video examples from the textbook and web resources, embedded short video lectures, and required quizzes and assignments, and their directions.

Required Materials

There is one required textbook for this course. The first deadlines are set so that you have ample time to get the book, even if you add the course late. You will need to purchase it new or as an e-book in order to gain access to the online content (including all listening examples and guides). (Renting may also be an option.) Not having the required textbook in hand will not be an acceptable reason for a deadline extension.

1. **Kelly, Thomas Forrest. *Music Then and Now*.** New York: Norton, 2013. (The e-books is preferred, but any purchase must contain a valid access code for online materials. A purchase link will be provided in Blackboard.)
2. Some assignments will require a response from you to the instructor or group members. In order to complete these, you will need a **webcam**. If your computer does not have one built in, there are recommendations for \$10-20 USB webcams on Blackboard. A smartphone with video capabilities can also suffice.
3. Because a textbook alone does not meet the needs of a music course, digital media will form part of your text material, including streaming audio and video resources given within Blackboard and as links to outside websites (such as YouTube). **A good pair of headphones** is highly recommended. Laptop speakers cannot fully reproduce the sound of most music, so quality external speakers or headphones will change the way you hear music on an everyday basis. More details and inexpensive recommendations are on Blackboard.

Readings

Readings from the text are listed in the schedule as “Kelly” followed by a chapter number. They should be prepared prior to the watching any lecture videos. Listening and author videos cited in the text are also required. You will have access to these through Blackboard. Other readings will be posted as PDF files or external website links.

Listening Examples

As this is a music course, music will make up an integral part of our class. It is important to listen attentively, or “actively.” This means that you should not do your only listening while talking on the phone, doing math homework, or using Facebook. To best understand the course material, I recommend listening to each example and playlist three times: before you start the unit’s module, after reading the materials, and after watching the lecture. You should feel comfortable discussing what you hear with specificity and clarity, which requires your attention when listening. The same applies to the YouTube video examples throughout the course.

Lecture Videos

For each unit, I will embed a series of short videos into the Blackboard modules. While these fail to replicate a live setting, they give me (or a guest) the opportunity to discuss the readings and listening examples to develop larger themes. They may take the form of standard presentations or, as will often be the case in this class, they might be conversations with a guest artist or a short “documentary” style exploration of people making the music that we are discussing. I recommend watching these lectures in their listed order, after completing the reading and listening for the module. (If a link or embedded file does not work, please let me know immediately so that I can fix it. I check these throughout the semester, but occasionally technologies change and cease working together effectively.)

Contact Hours

There will be weekly assignments that require interaction between your peers, the mentors, and with the instructor. These assignments will take the form of discussion board posts or blog commentaries with comments and communication from the instructional team. During any major projects there will be small group face-to-face video- conferencing with the instructor as you move through the planning, drafting, and revision stages. Virtual office hours are also open, by appointment.

Assignment Descriptions

Detailed instructions, grading criteria, and rubrics for assignment will be provided within Blackboard. The following provides a brief description of some example assignments.

Blogging

Throughout the course, at least once every unit, you will be required to post a blog entry into the Blackboard blogging tool or another service as outlined by the instructor. These entries are intentionally open-ended opportunities for you to explore your thoughts on the musical sounds and cultural contexts that we explore through the course materials. For each blog entry you will choose one of the given topics and bring your own experiences into conversation with those of the people we study. They will be short responses via writing, video, or other modes that draw from prompts to:

- Compare the similarities of how you engage music in your life with those whom we cover in class; or
- Interpret how these musical products from the course operate within and reflect the cultural context from which they emerge; or
- Examine a variety of perspectives on musical transformation and discern any potential relationships between these and any coinciding perspectives on cultural change; or
- Draw from your own discipline to examine and analyze the musical aesthetics and cultural context of an individual, group, or community described in these lectures.

Musical Event Reports (Two)

You will write two reflective concert reports about two different live musical events that you attend during the course of the semester. These will not be pre-recorded or televised performances, but events that you attend. Similarly, they will be events that occur during the period of the semester while you are enrolled in the course. This gives you the opportunity to utilize the concepts and contexts that we discuss in the course when making your analysis. For at least one event, you are required to participate in some active way (beyond listening). I will provide a number of possibilities and suggestions on Blackboard.

Following each encounter with and participation in live music, you will write an essay (750 words). Further directions and hints as to how to get started with this assignment will be available in the Blackboard presentation of this assignment.

Quizzes

Quizzes will be drawn from the reading material, lectures, and listening. They may include material that was not discussed in the lectures, but will never include content from outside the course. While they are open book, they are timed. It is very difficult to score well if you have not already prepared the reading and listening by keeping your own notes before starting.

You cannot pause a quiz, which means that they must be completed in one sitting. You can take three attempts on each quiz to accommodate any technical issues that might arise, but be aware that the questions are randomized from a large pool. You will not have the same questions each time. Your last attempt's grade will count. No further attempts will be granted for technical issues, so I recommend that you use a hard-wired and trusted internet connection instead of wifi.

Grading Scale

Grades will be figured on the point system below. Scores will be available on Blackboard over the course of the semester. There will be no rounding and no curve in this class. There may be extra credit offered during the semester in conjunction with some assignments.

A	93-100	Quizzes	40%
A-	90-92.99	Blog entries and comments	40%
B+	87-89.9	<u>Musical event reports (2)</u>	<u>20%</u>
B	83-86.9	Total	100%
B-	80-82.9		
C+	77-79.9		
C	73-76.9		
C-	70-72.9		
D+	67-69.9		
D	63-66.9		
D-	60-62.9		
F	Below 60		

Expectations for an Online Course

Because this is a fully online course, you are expected to keep up with readings and other assignments. Deadlines will be strict, and materials for a given week will only be open on Blackboard for that week. Late work will not be accepted except where excused as outlined above. Deadlines will be posted clearly on Blackboard, allowing you to work around any other engagements that you may have.

Start early, stay ahead, and do not trust that everything with the online interface will be working minutes before the deadline.

Office Hours

Because this is an online class, there is no expectation that participants will be in Tallahassee at any point. Therefore, I can conduct any meetings with students virtually using a program like Facetime, Skype, Google Hangout, or the system built into Blackboard. To request a virtual meeting, send an email with a block of free time(s) and your contact information for your preferred service. We will then work out a specific time and method.

Technology

It is your responsibility to be sure that your computer and browser are compatible with the Blackboard interface. If you need assistance accessing the course website on Blackboard, contact Blackboard user support at (850) 644-8004 between 8 a.m. and 5 p.m. EST, Monday through Friday. Technical specifications for the Blackboard system are available in the course website.

Technology issues are not a valid excuse for missing deadlines. You can always complete your assignments on the computers in labs across campus, libraries, friends' and family's computers, and the list goes on. The course is self-paced, so get ahead and give yourself time if you are worried about these types of problems. Remember, you have three attempts for each assessment in order to allow for these types of issues.

Netiquette

It is important to maintain proper online etiquette within interactions with students and instructors. Use language that is appropriate for our educational setting. Use complete and correct sentences, spelling, and grammar. Avoid the abbreviations we see in texts and personal emails, no matter how common they might be. Reread and revise your submissions at all times. Under no circumstances should you use offensive, obscene, or threatening language in any form. These guidelines apply to both written and video submissions.

Classroom Policies

University Attendance Policy

Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.

Academic Honor Policy

The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to ". . . be honest and truthful and . . . [to] strive for personal and institutional integrity at Florida State University." (Florida State University Academic Honor Policy, found at <http://fda.fsu.edu/Academics/Academic-Honor-Policy>.)

Americans With Disabilities Act

Students with disabilities needing academic accommodation should:

1. Register with and provide documentation to the Student Disability Resource Center; and
2. Bring a letter to the instructor indicating the need for accommodation and what type.

This should be done during the first week of class. This syllabus and other class materials are available in alternative format upon request. For more information about services available to FSU students with disabilities, contact the:

Student Disability Resource Center
874 Traditions Way
108 Student Services Building
Florida State University
Tallahassee, FL 32306-4167
(850) 644-9566 (voice)
(850) 644-8504 (TDD)
sdrc@admin.fsu.edu
<http://www.disabilitycenter.fsu.edu/>

Free Tutoring from FSU

On-campus tutoring and writing assistance is available for many courses at Florida State University. For more information, visit the Academic Center for Excellence (ACE) Tutoring Services' comprehensive list of on-campus tutoring options (see <http://ace.fsu.edu/tutoring> or contact tutor@fsu.edu). High-quality tutoring is available by appointment and on a walk-in basis. These services are offered by tutors trained to encourage the highest level of individual academic success while upholding personal academic integrity.

Syllabus Change Policy

Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.