

Syllabus

Introduction to Music

Music 1010-90

There are no pre- or co-requisites for this course

This is an online course

3 Credit Hours

- **Instructor:** Cathy Clayton, D.M.A.
- **Office Number:** 801-699-3446
- **Office:** 158 Gardner Hall
- **Email:** Through Canvas Inbox (preferred) or c.clayton@utah.edu
- **Office Hours:** As this is an online course, office hours are via phone or email. Please feel free to call me anytime during the day.

TEACHING AND LEARNING METHODS: This is an online course. This course can be completed entirely online, with the exception of live concert attendance of two concerts. However, the three exams must be proctored. This can be done by a virtual proctor (this may require a fee) or by going to a testing center (This is generally free). Learning methods include chapter quizzes, streaming videos, video quizzes, class discussions, live concert attendance, concert reports, one term paper, and exams.

COURSE DESCRIPTION: Musical performance is an art that exists in time. Throughout history, musical performance has reflected a society's cultural achievements, rituals, and entertainment. Through class discussion, guided listening, and required attendance at concerts, students examine historically important forms and techniques of the music of Western civilization. Particular attention is paid to historical and formal relationships of music to other fine arts, such as painting, dance, and architecture. This course also emphasizes critical listening skills required to discern important elements of musical composition and develop an appreciation of music as an art, not just as entertainment.

COURSE OBJECTIVES: This course is a selective survey of the music of Western Cultures. In this course, we will look at the music that has become part of the culture of ‘Classical’ art music. We will examine the music itself, the composers, their style periods, the forms of the music, and the instruments used in the production of this music.

Highlighted below are the course objectives and the assignments that have been devised to help you achieve these objectives. Each assignment will also enhance your ability to think critically.

Objective 1: You will be able to identify and explain the different style characteristics of the music composed in each style period.

Throughout this course, you will examine compositions written in different style periods and assess the characteristics that make each of these unique.

Assignment: Through the reading assignments and streamed documentaries, you will have the opportunity to learn about Western art music throughout history from Medieval chant to Modernistic compositions. Through the listening guides that accompany the text, you will listen to works of music that exemplify the different musical concepts and style periods that you will study in the text.

Objective 2: You will be able to identify the musical aspects of a live performance of classical music.

Assignment: Concert Report - You will attend a live performance of two acoustic music concert. These should be art music, classical music, or acoustic music. These should not include electronic instruments or pre-recorded music. In a 2 - 3 page report, discuss **three** of the compositions performed (or three separate movements of a particular composition), the style period of these compositions, their performance forces, and the form and musical elements heard within each work. In addition, discuss the atmosphere of the concert. Is it an indoor or outdoor concert? Where were you seated? What was your vantage point? Who were the performers? Were there visual effects? What did you enjoy the most or least about this concert? Please use 12-point, Times New Roman font, and double spacing. Scroll to the bottom of this page in Canvas for specific due dates. (Please only submit the assignments as .doc, .docx, or .pdf files only, thanks.) (PLEASE NO .PAGES DOCUMENTS)

Objective 3: You will be able to discuss the importance of major composers and their contributions to the style period of their day and compare the musical aspects of a work by a specific composer as it relates to the style period in which it was composed.

Assignment: Term Paper - Please choose a composer that is addressed at length in one of the videos in the course or from the reading and discuss their contribution to the style period in which they lived and one work from this composer that exemplifies these characteristics. (3-4 page paper, double-spaced, Times New Roman font).

In this paper, please be sure to include the following:

1- (2-3 paragraphs) Include a brief background about this composer, including birth/death dates, musical training, and career achievements.

2- (3-4 paragraphs) Describe a work by this composer that represents the style period in which the composer lived. Defend your work by describing the specific attributes of this piece that make it a part of the style period in which it is included (please choose at least 3). What influences, if any, are seen in this music from other arts, i.e. poetry, dance, visual arts? Were there any political influences on this music or its early performances?

3- (1-2 paragraphs) What struggles or issues did this composer need to overcome during their career? Please only submit the assignment as .doc, .docx, or .pdf files only, thanks.

Required Materials: *Listening to Western Music 8th edition by Craig Wright.* Access to streaming Audio is required. A code for this should be packaged in the bookstore with the textbook. Be sure to look carefully on the packaging for streaming audio access codes. You do not need “MindTap” for this course, though some packages will come with this. You may rent a textbook, but be sure it comes with the access code to the listening guides. The e-book is also acceptable but also make sure it comes with access to the listening guides. (The e-book will also come with MindTap automatically. Please email me if you need the MindTap code to access the e-book.)

Grading:

Grades are broken down as follows:

Quizzes	116 pts.
Discussion Participation	20 pts.
Term Paper	25 pts.
Concert Reports	30 pts.
Midterm Exam 1	100 pts.
Midterm Exam 2	100 pts.
<u>Final Exam</u>	<u>100 pts.</u>
Total	491

Grading Scale: Percentage out of 491 points

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

Calendar: For Module, Quiz, and Assignment Due Dates see Canvas or scroll to the bottom of this web page.

Part 1 Module

Post a discussion and introduce yourself to the class. (5 points)

Watch video “JoAnne Falla Introduction to Music”

Read Part 1: Fundamentals Unit 1 (Ch. 1- 3)

Complete Part 1 Quiz (Take in Canvas)

Complete Assignment 1 (Submit an idea for a concert that you might attend)

Part 2 Module

Music of the Middle Ages and Renaissance

Read Chapters 4-5

Watch: Music at the Court of Louis XIV

Take Part 2 and Video Quiz

Optional Video: *Orfeo* by Monteverdi

Complete Discussion 2

Part 3 Module The Baroque Era

Read Chapters 6-9

Watch Video on J.S. Bach

Complete Part 3 Quiz and Video Quizzes

Discussion 3

Midterm Exam 1: Register by clicking on Schedule Exam to the left in Canvas.

To register for a time to take the exam, please click on Schedule Exam on the left of this screen in Canvas. Please log in and click on the course. Exam registration may not be available until after the drop date for the course has passed.

Part 4 Module The Classical Period

Read Chapters 10-15

Watch Beethoven and Mozart Videos

Complete Part 4 Quiz and Video Quizzes

Part 5 Module Romanticism

Read Chapters 16-19

(You may skip Chapters 20, 21, and 22)

Watch Tchaikovsky and Schubert Videos

Complete Unit 5 Quiz and Video Quiz

Midterm Exam 2: Register by clicking on Schedule Exam to the left in Canvas.

Part 6 Module Modern and Postmodernism

Read Chapters 24-27

Watch Documentary on Mahler

Complete Part 6 Quiz and Video Quiz

Part 7 Module American Popular Music

Read Chapter 23 and

Watch The Story of Jazz

Complete Part 7 Quiz and Video Quiz

Take Exam 3 (This exam is not comprehensive.) Register for a time by clicking on Schedule Exam on the left of the screen.

CALENDAR/DUE DATES:

FOR ASSIGNMENT, DISCUSSION, AND EXAM DUE DATES PLEASE SCROLL TO THE BOTTOM OF THIS WEBPAGE IN CANVAS.

Non-Contract Note

“Note: The syllabus is not a binding legal contract. It may be modified by the instructor when the student is given reasonable notice of the modification.”

ADA Statement

“The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations.” (www.hr.utah.edu/oeo/ada/guide/faculty/).

Faculty and Student Rights and Responsibilities

All students are expected to maintain professional behavior in the classroom setting, according to the Student Code, spelled out in the Student Handbook. Students have specific rights in the classroom as detailed in Article III of the Code. The Code also specifies proscribed conduct (Article XI) that involves cheating on tests, plagiarism, and/or collusion, as well as fraud, theft, etc. Students should read the Code carefully and know they are responsible for the content. According to Faculty Rules and Regulations, it is the faculty responsibility to enforce responsible classroom behaviors, and I will do so, beginning with verbal warnings and progressing to dismissal from class and a failing grade. Students have the right to appeal such action to the Student Behavior Committee

Accommodations Policy

Some of the writings, lectures, films, or presentations in this course may include material that conflicts with the core beliefs of some students. Please review the syllabus carefully to see if the course is one that you are committed to taking. If you have a concern, please discuss it with me at your earliest convenience

Addressing Sexual Misconduct

Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

ASUU Tutoring Center

The ASUU Tutoring Center provides individual tutoring (\$7 per hour) and group tutoring sessions (\$4 per hour) for currently enrolled University of Utah students. Students can receive assistance for a wide range of subjects at a reasonable rate, thanks to the Associated Students of the University of Utah who help defray the cost of tutoring. Tutoring is very flexible. Depending on the availability of the tutor you select, appointments may be set for any time including evenings and weekends, and always at a location that is convenient for the tutor and

student. For additional information call 801-581-5153 or visit the ASUU Tutoring Center in Rm. 330 SSB. <http://tutoringcenter.utah.edu>.

Learners of English as an Additional/Second Language (suggested)

If you are an English language learner, please be aware of several resources on campus that will support you with your language development and writing. These resources include: the Department of Linguistics ESL Program (<http://linguistics.utah.edu/esl-program/>); the Writing Center (<http://writingcenter.utah.edu/>); the Writing Program (<http://writing-program.utah.edu/>); the English Language Institute (<http://continue.utah.edu/eli/>). Please let me know if there is any additional support you would like to discuss for this class.

Office of Equity and Diversity (suggested)

The University of Utah is deeply committed to enhancing the success of diverse faculty, students, and staff, as part of our broader goal to enrich the educational experiences and success of all members of our University community. We recognize that a diverse and inclusive University enriches the educational experiences of all students, and enhances our excellence as a world-class institution for 21st Century learners. The Office for Equity and Diversity is proud to lead the University's efforts to support the success and achievement of faculty, students, and staff who self-identify as African American, Latina/o or Chicana/o, Asian American, Pacific Islander, American Indian, members of the Lesbian, Gay, Bisexual, Transgender and Questioning community, and women in underrepresented fields. <http://diversity.utah.edu>, 801-581-7569.
