### General Information

<table>
<thead>
<tr>
<th>College Name</th>
<th>Richland college</th>
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<tbody>
<tr>
<td>School Name &amp; Contact Info.</td>
<td>Humanities, Fine &amp; Performing Arts</td>
</tr>
<tr>
<td>Semester/Term &amp; Year</td>
<td>Spring 2015 (01/20/15-03/13/15)</td>
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### Instructor Information

<table>
<thead>
<tr>
<th>Name</th>
<th>Diane Hilbert</th>
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</thead>
<tbody>
<tr>
<td>Telephone</td>
<td>972-238-6251</td>
</tr>
<tr>
<td>E-mail Address or Fax</td>
<td><a href="mailto:dhilbert@dcccd.edu">dhilbert@dcccd.edu</a></td>
</tr>
<tr>
<td>Office Number</td>
<td>F171A</td>
</tr>
<tr>
<td>Office Hours (full-time fac)</td>
<td>By Appointment</td>
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### Course Information

<table>
<thead>
<tr>
<th>Course Number</th>
<th>MUSI 1306</th>
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<tbody>
<tr>
<td>Section Number</td>
<td>813420/93400</td>
</tr>
<tr>
<td>Credit Hours</td>
<td>3</td>
</tr>
<tr>
<td>Class Meeting Time</td>
<td>Online</td>
</tr>
<tr>
<td>Course Title</td>
<td>Music Appreciation</td>
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<tr>
<td>Course Description</td>
<td>The basic elements of music are surveyed and examined in the music literature of western civilization, particularly from the Baroque Period to the present. Cultural influences on the music of each era are observed.</td>
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<tr>
<td>Course Prerequisites</td>
<td>DREA 0093 or English as a Second Language (ESOL) 0044 or have met the Texas Success Initiative (TSI) standard in Reading.</td>
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### Course Objectives/ Learning Outcomes

- To demonstrate awareness of the scope and variety of works in the arts and humanities.
- To understand those works as expressions of individual and human values within an historical and social context.
- To respond critically to works in the arts and humanities.
- To engage in the creative process or interpretive performance and comprehend the physical and intellectual demands on the author, visual or performing artist.
- To articulate an informed personal reaction to works in the arts and humanities. To develop an appreciation for the aesthetic principles that guide the humanities and the arts. To demonstrate knowledge of the influence of literature, philosophy and/or the arts on intercultural experiences.

### Intellectual Competencies:

MUSI 1306 reinforces all six of the Core Curriculum Intellectual Competencies defined by the Texas Higher Education Coordinating Board. Reading – Reading at the college level means the ability to analyze and interpret a variety of printed materials—books, articles and documents. A core curriculum should offer students the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines.

Writing – Competency in writing is the ability to produce clear, correct and coherent prose adapted to purpose, occasion, and audience. Although correct grammar, spelling and punctuation are each a sine qua non in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much of anything to say. Students need to be familiar with the writing process including how to discover a topic and how to develop and organize it, how to phrase it effectively for their audience. These abilities can be acquired only through practice and reflection.

Speaking – Competence in speaking is the ability to communicate orally in clear, coherent and persuasive language appropriate to purpose, occasion and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, to large groups and through the media.

Listening – Listening at the college level means the ability to analyze and interpret various forms of spoken communication.

Critical Thinking – Critical thinking embraces methods of applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking, used to address an unidentified task.
Computer Literacy – Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems and acquiring information. Core-educated students should have an understanding of the limits, problems and possibilities associated with the use of technology and should have the tools necessary to evaluate and learn new technologies as they become available. Upon completion of the course students will have a greater understanding of all seven Exemplary Educational Objectives (EEO’s) and will have utilized all six Intellectual Competencies (IC’s) as active class participants in this online class.

Richland College's Quality Enhancement Plan ~ Learning to Learn: Developing Learning Power

Richland College is piloting its Quality Enhancement Plan (QEP) in select classes. The QEP provides techniques, practices, and tools to help students develop the habits, traits or behaviors needed to be effective and successful lifelong learners in college and in life. For more information, please log onto [http://www.richlandcollege.edu/qep2013/](http://www.richlandcollege.edu/qep2013/).

### Specific Course Learning Outcomes (if applicable)

Specific Course Learning Outcomes:

1. Students are required to do extensive reading in the course textbook and review what they have learned by completing assignments in the accompanying study guide which are submitted for credit. A complete review of the elements of music will be submitted online for credit. An important part of learning from the textbook is listening to the musical examples and studying them with the aid of Listening Guides provided in the textbook.

2. As a course requirement, students will attend a concert of classical music and write a paper/review of the concert following the parameters outlined by the instructor to describe the overall experience using appropriate musical vocabulary.

3. As a course requirement, students will show their understanding and knowledge of the musical style periods by selecting a poem of their choosing and describing how the music of each of the four major style periods could be set to a stanza of the poem. This project serves as the final exam for the course.

### Course Outline

**Syllabus Quiz - Due Sunday 01/25**

- Activities and Listening Outlines Part 1 – The Elements of Music - Due Tuesday 01/27
- Activities and Listening Outlines Part 2 – The Renaissance Period - Due Tuesday 02/03
- Young Person’s Guide Video – Due Tuesday 02/03
- Activities and Listening Outlines Part 3 – The Baroque Period - Due Tuesday 02/10
- Activities and Listening Outlines Part 4 – The Classical Period - Due Tuesday 02/17
- Activities and Listening Outlines Part 5 – The Romantic Period - Due Tuesday 02/24
- La Boheme Video – Due Tuesday 02/24
- Activities and Listening Outlines Part 6 – The Modern Period - Due Tuesday 03/03
- Wozzeck Video – Due Tuesday 03/03
- Activities and Listening Outlines Part 6 – 20th Century – Due Tuesday 03/13
- LIVE Concert Assignment Report – Due Tuesday 03/13
- LIVE Concert Group Discussion Board – Due Tuesday 03/13

All assignments are due by 11:00 p.m. on the due date.

**LATE WORK IS NOT ACCEPTED.**
| **Required Materials** | Connect Plus Access Card for *Music, Brief* by Kamien  
ISBN: 9781259154744  
Please visit the Richland College Bookstore on campus or online for textbook information: [http://www.bkstr.com/webapp/wcs/stores/servlet/StoreCatalogDisplay?catalogId=10001&langId=-1&storeId=10678&demoKey=d](http://www.bkstr.com/webapp/wcs/stores/servlet/StoreCatalogDisplay?catalogId=10001&langId=-1&storeId=10678&demoKey=d) |
|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| **Evaluation Procedures** | Evaluation:  
Every Assignment is worth 100 points. Assignment length varies: Listening Outlines are short musical excerpts requiring a single response, LearnSmart requires completion, Activities on average are no more than 20 questions.  
Syllabus Quiz: 100 points  
LIVE Concert Assignment: 100 points  
LIVE Concert Discussion Board: 100 points  
Online Music Videos: 300 points total  
LearnSmart 7 Units: 700 points total  
Activities 7 Units: 2200 points total  
Listening Outlines 7 Units: 5100 points total  
The course is worth a total of 8600 points.  
**The LIVE Concert Assignment and LIVE Concert Discussion Board are MANDATORY. Failure to complete and submit both of these assignments will result in your final grade being reduced by one letter grade.** |
| **Grading Scale** | Grading scale:  
A = 7740-8600  
B = 6880-7739  
C = 6020-6879  
D = 5160-6019  
F = 000-5159 |
| **Attendance Policy** | You MUST complete the SYLLABUS QUIZ by Sunday, January 25, 2015 in order to be CERTIFIED in this class. |
| **Course Drop Date:** | February 24, 2015 |
| **Academic Progress:** | Students are encouraged to discuss academic goals and degree completion with their instructors. Specific advising is available throughout the semester. Check [www.richlandcollege.edu/admissions/process.php](http://www.richlandcollege.edu/admissions/process.php) for more details. |
| **Institution Policies** | For Institution Policies, please refer students to [www.richlandcollege.edu/syllabusinfo/syllabiInformation.pdf](http://www.richlandcollege.edu/syllabusinfo/syllabiInformation.pdf) |
| **Syllabus Change Disclaimer** | The instructor reserves the right to amend a syllabus as necessary. |