MUSI 1306
MUSIC APPRECIATION ONLINE

Course Syllabus

Instructor: Dr. Oscar Passley
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(Most course communication will be via e-mail. Please confirm that your e-mail is correct in eCONNECT).

TEXT & AUDIO RECORDINGS Required:


- Audio CD Set: required
- Six CD set
- ISBN-10: 0312663099
- Optional 3-CD Audio Set:
- ISBN-13-978-0-312-66310 and

Click to access the Bedford/St. Martin's Press
Click to access Bedford/St. Martin's Press book text book format site

COURSE ORGANIZATION OUTLINE:

Starting Assignment:

-Complete your student acknowledgment form/test on the START HERE page before doing any assignments below.
Consult the Course Calendar Tab for a detailed list of due dates for all assignments, quizzes, tests and additional course work.

Starting Assignment: Write a creative definition of Music. Directions found under ASSIGNMENTS tab.

TEXT READING AND ORGANIZATION

Chapter 1 LISTEN Rhythm, Meter, and Tempo

Chapter 2 Pitch, Dynamics, Tone Color: Interlude: Musical Instruments

Chapter 3 Scales and Melody

Chapter 4 Harmony, Texture, Tonality, and Mode

Chapter 5 Musical Form and Musical Style

Chapter 6 The Middle Ages (Global Perspectives 1: Sacred Chant)

Chapter 7 The Renaissance, (Global Perspectives 2: Music and European Colonialism)

Chapter 8 The Early Baroque Period (Global Perspectives 3: Ostinato Forms)

Chapter 9 The Late Baroque

Chapter 10 Baroque Instrumental Music

Chapter 11 Baroque Vocal Music

Chapter 12 Prelude: Music and the Enlightenment

Chapter 13 The Symphony

Chapter 14 Other Classical Genres (Global Perspective 4: Musical Form-Case Studies from Asia)

Chapter 15 Beethoven

Chapter 16 Music after Beethoven: Romanticism

Chapter 17 Early Romantics

Chapter 18 Romantic Opera

Chapter 19 The Late Romantics (Global Perspectives 5: Musical Drama Worldwide)
Chapter 20 Prelude: Music and Modernism

Chapter 21 Early Modernism

Chapter 22 Alternatives to Modernism

Chapter 23 The Late Twentieth Century Chapter 24 Music in America; Jazz and Beyond (Global Perspectives 6: African Drumming Global Perspectives 7: Global Music)

Other Assignments Include:

- Combined Global Music Unit (Chapter Guide)
- Film Music History Unit
- *Amadeus* Film Report - Essay (Assignments Tab)
- Symphony Concert Report/Review- required (Assignments Tab)

Course Study Outline

Read the START HERE information and complete the student acknowledgment form/test

Complete all assignments as scheduled on the official COURSE CALENDAR tab.

- **Course Procedure:**
  - Read the Chapter Guide Study the assigned material in each textbook chapter and listen to the audio recordings. Take notes on the information and musical material.
  - Take the Chapter Quiz included at the bottom of the Chapter Guide folder. These may be repeated for credit.
  - Take the ungraded Practice Test before taking TEST I
  - Take the Four Unit Tests as scheduled in the Course Calendar
  - Complete the additional Film Music Unit
  - Complete the Global Perspectives Unit
  - View the film AMADEUS and submit your essay
  - Attend the approved Symphony/Classical music concert during the semester and submit your review/report (Found under Assignments)

Student Acknowledgment form - submit before doing any other course assignments (Start Here Tab)

Create your personal introductory BLOG (Follow the directions on the ASSIGNMENTS Folder).

Definition of "What is Music" assignment? (Assignments page)

Movie "Amadeus" assignment: View the movie and submit your graded Essay Question
Film Music unit - Chapter Guide Unit

Attend the required Symphony-Classical music Concert and submit a report following the course guidelines found under the ASSIGNMENTS tab.

Ungraded Post-Test

**GRADE COMPONENTS (1,000 Points possible)**

5 Create your personal introductory BLOG

15 Student Acknowledgment Test/Form

10 Submit definition of "What is Music"?

350 Total Quiz grades (14 x 25 points each), (Chapter quizzes)

60 Total Quiz grades (3 x 20 points each), (Chapter quizzes).

15 Submit essay on "What is the central conflict in the movie, Amadeus"? **BONUS ASSIGNMENT POINTS**

400 Unit tests (4), 100 points each

50 Final music Listening test (Covers Audio CD's and other assigned listening)

100 Symphony-Classical music concert, submit report/review of the event

GRADE SCALE: (1,000 total possible) Point totals are found in the digital grade book - last column.

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**1,000 Total Points Grade scale**

900 - 1,000 = A

800 - 899 = B

700 - 799 = C

600 - 699 = D

599 or below F
INSTITUTIONAL POLICIES FOR STUDENT SUCCESS

ACADEMIC DISHONESTY

The Student Code of Conduct prohibits academic dishonesty and prescribes penalties for violations. According to this code, which is printed in the college catalog, "academic dishonesty," includes (but is not limited to) cheating, fabrication, facilitating academic dishonesty, plagiarism, and collusion.

Academic dishonesty may result in the following sanctions, including, but not limited to:

1. A grade of zero or a lowered grade on the assignment or course.
2. A reprimand.
3. Suspension from the college.

Professor's Policy: Academic Dishonesty

All students are expected to do their OWN work. Essay questions MUST be answered in the students own words. All essay answers will be checked for cheating with a "cheating software" program. I will not count off for spelling or typos on essay questions but the answers have to be YOUR OWN. Answers that prove to be "cut-and-pasted" from another source including the LISTEN digital textbook will not be awarded credit.

The required CONCERT review/report must also be written in your own words without any copying from the concert program or any other source. The purpose of the review/report is to give YOUR reaction and evaluation to the concert experience.

The Eastfield College CODE OF CONDUCT WILL BE STRICTLY ENFORCED.

NOTIFICATION OF ABSENCE BECAUSE OF RELIGIOUS HOLY DAYS

If you will be absent from class for the observance of a religious holiday, you must notify your professor in advance. You are required to complete any assignments or take any examinations you miss as a result of your absence within the time frame specified by your professor. Please refer to the Student Obligations section of the DCCCD catalog for more explanation.

DISABILITY SERVICES FOR STUDENTS

Under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA), EFC is committed to ensuring that all qualified students with
disabilities are afforded an equal opportunity to participate in and benefit from its programs and services. Any student who believes he or she may need an accommodation based on the impact of a disability should contact the Disability Services Office at 972-860-8348.

STOP BEFORE YOU DROP

If you enrolled in college-level courses for the first time in the fall of 2007, the Texas Education Code 51.907 allows you to drop no more than six courses during your entire undergraduate career unless the drop qualifies as an exception. The Counseling/Advising Center will give you more information about allowable exceptions.

Once you have accumulated six non-exempt drops, you cannot drop any other courses with a "W." Therefore, you need to exercise caution when dropping courses in any Texas public institution of higher learning, including all seven of the Dallas County Community Colleges. More information is available at https://www1.dcccd.edu/6drop.

DROP POLICY

If you are unable to complete this course, you must officially withdraw by:

Withdrawing is a formal procedure which you must initiate; your instructor cannot do it for you. All Dallas County Community Colleges charge a higher tuition rate to students registering the third time for a course. This rule applies to the majority of credit and Continuing Education / Workforce Training courses. Developmental Studies and some other courses are not charged a higher tuition rate. Third attempts include courses taken at any DCCCD college since the fall 2002 semester. For further information, go online to: http://www.DCCCD.edu/thirdcourseattempt.

FINANCIAL AID STATEMENT

If you receive any form of financial aid, you should check with the Financial Aid Office prior to withdrawing from classes. Withdrawals may affect your eligibility to receive further aid and could require you to repay the financial aid for this semester. If you fail to attend or participate after the drop date, you are also subject to this policy.
Learning Assistance Center (Writing)

The LAC supports and supplements classroom instruction by providing focused, individualized writing instruction in response to the specific needs of the student. Its services are available to all Eastfield College students. The tutors are skilled writing specialists who can help students clarify writing tasks, understand instructors' requirements, develop and organize papers, explore revision options, detect grammar and punctuation errors, and properly use and document sources. Rather than merely editing or "fixing" students' papers, the LAC staff focuses on helping students develop and improve their writing skills.

Located in Rm. C236

Phone: 972-860-7177

Website: http://www.eastfieldcollege.com/er/LAC/

Regular Semester Hours:
Monday - Thursday 8:00 AM - 9:00 PM
Friday 8:00 AM - 3:00 PM
Saturday 10:00 AM - 2:00 PM
*No Saturday Hours in Summer

Winter/Maymester Hours:
Monday - Thursday 10:00 AM - 7:00 PM

The Learning Assistance Center is available to all Eastfield Students
NO APPOINTMENT NECESSARY!
EXEMPLARY EDUCATIONAL OBJECTIVES (DCCCD)

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 of 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 identified 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.

ADDITIONAL COURSE MATERIALS LOCATION:

Detailed instructions for each course assignment including grading rubrics for each assignment are found under the ASSIGNMENTS tab on the course home page.

INSTITUTIONAL EQUITY

The Office of Institutional Equity, in coordination with DCCCD colleges, has the primary responsibility for reviewing, updating and implementing compliance policies and procedures. The Institutional Equity and Compliance Officer and the Office of Institutional Equity will ensure compliance with College District policies, federal and state laws related to sexual assault, Title IX, Title II (Americans with Disabilities Act) and the Military Veterans Full Employment Act to support diversity and inclusion.

Students with Disabilities

If you are a student with a disability and/or special needs, or if you think you may have a disability, please contact the college Disability Services Office (DSO). Please note that all communication with DSO is confidential. If you are eligible for accommodations, please provide or request that the DSO send your accommodation letter to me as soon as possible (students are encouraged to contact DSO at the beginning of the semester). For more information regarding the College Disability Services Office, please visit the Student Services website: https://www.dcccd.edu/SS/OnCampus/DisSvs/DisSvsOffices/Pages/default.aspx/ or contact DCCCD Office of Institutional Equity at (214) 378-1633.

College Disability Services Office 972-860-8348
A Note on Harassment, Discrimination and Sexual Misconduct

We are committed to assure all community members learn and work in a welcoming and inclusive environment. Title VII, Title IX and DCCCD policy prohibit harassment, discrimination and sexual misconduct. If you encounter harassment, sexual misconduct (sexual harassment, sexual assault, stalking, relationship violence, stalking), retaliation or discrimination based on race, color, religion, age, national origin, disability, sex, sexual orientation, gender identity, and/or gender expression, please contact your College Title IX Coordinator or the Office of Institutional Equity. We treat this information with the greatest degree of confidentiality possible while also ensuring student welfare and college safety.

We are concerned about the well-being and development of our students, and are available to discuss any concerns. There are both confidential and non-confidential resources and reporting options available to you. If students wish to keep the information confidential, please contact the college Counseling or Student Health Services. As required by DCCCD policy, incidents of discrimination and/or sexual misconduct shared with faculty will be reported to the College Title IX Coordinator or District Title IX Coordinator. The Title IX Coordinator will contact the student and determine if further investigation is needed. For more information about policies, resources or reporting options, please contact your college Title IX Coordinator or visit www.dcccd.edu/titleIX.

College Title IX Coordinator
Eastfield
Rachel Wolf
972-860-7358

District Title IX Coordinator
Office of Institutional Equity
LaShawn Grant
214-378-1633