There are no courses prerequisite to this course; all students must function as hearing persons.

**OVERVIEW**

This is a 3-credit hour course that will fulfill the Humanities requirement for non-music majors. Students will access lecture and assignment materials online. Students will be evaluated through the following activities: Unit Assignments, 1 Unit Test, Poem Assignment, and Concert Assignment. There is only one test, and it is taken online.

**COURSE DESCRIPTION**

This course presents an introduction to the masterpieces of Western music from the Medieval period to the Twentieth Century. In order to gain an appreciation of these works, a great deal of emphasis is placed on the actual activity of listening to the works themselves. To this end, the basic elements of music are also examined in order to develop and cultivate the ability of “active” listening. In addition to the listening experience, the appreciation of these masterworks is enhanced by the study of the particular historical setting in which they were written.

**REQUIRED TEXT AND MATERIALS**

Buy your text package at the Brookhaven College Campus Bookstore either in person, by phone (972-484-7652), or online.

*The Enjoyment of Music*, Thirteenth Edition
Kristine Forney, Andrew Dell’Antonio and Joseph Machlis.

You are required to have a Total Access code to access the listening resources for this course. If you purchase a new copy of our textbook from the bookstore, the Total Access code is included automatically and is bound into the book.

The Enjoyment of Music (Three Text Options)
1. eBook / Total Access = $55.00
2. Loose Leaf + Total Access = $83.12
3. Paperback + Total Access = $118.75

NOTE: Prices vary depending upon where one purchase the resource.
TOTAL ACCESS provides the media resources you need to study and learn from The Enjoyment of Music, Twelfth Shorter Edition.

The registration code included in each new copy of this text offers 360 days of access to:

- Streaming recordings of all musical selections referenced in the text.
- Interactive Listening Guides featuring What to Listen For animated tutorials.
- InQuizitive Adaptive Listening and Chapter Quizzes to identify what you know and improve your understanding through an engaging, game-like environment.
- Video excerpts from Metropolitan Opera productions, featuring scenes discussed in the text.
- Orchestral performance videos to accompany select works from the core repertory.
- Study Tools including Flashcards, Chapter Outlines, and Chapter Quizzes.
- An Ebook — with the same text as the printed book — that allows you to highlight, take notes, and listen to musical examples at the click of a mouse.

WHAT IF MY CODE IS SCRATCHED OFF?
You can purchase a registration code at https://digital.wwnton.com/enjmusic12s

WHAT IF I NEED MORE HELP?
For additional support, visit http://support.wwnton.com

BROWSER REQUIREMENTS
Norton media resources run on any modern browser, including these versions (and higher):
- Internet Explorer 10
- Firefox (PC, Mac) 11
- Firefox (Android) 11
- Chrome (PC, Mobile, Mac) 16 Safari (Mac, IOS) 6
- Opera (PC, Mobile) 12.10

ORIENTATION
There is no face-to-face orientation. Everything you need to know is either here under "Syllabus," or under "Orientation." The "Orientation" link is found next to "Syllabus" under "Course Information."

COURSE GOALS
A. To develop an understanding of music through listening, viewing and reading assignments.
B. To view live professional performances and complete assignments on them.
C. To discuss music in terms of the musical elements: pitch, range, melody, rhythm, harmony, instrumentation, tone quality, texture and dynamics.
D. To learn general information about stylistic eras, major composers and musical terminology.
E. To apply your newly acquired skills to any and every type of music.

STUDENT LEARNING OUTCOMES
Upon completion of the course, students should be able to: Identify the elements and vocabulary of music for mastery of discussion of music of all styles.

Make judgments and critical observations about musical works based on the elements and concepts of music: pitch, melody, rhythm, timbre, harmony, musical texture, musical form, notation, tempos and dynamics.
Identify various musical instruments and ensembles: strings, woodwinds, brass, percussion and vocal.

Articulate basic understanding of the historical periods of music, including the Middle Ages, Renaissance, Baroque, Classical, Romantic, Impressionism, Twentieth Century, and Post-Modern.

Describe the role of music within historical, artistic, and cultural traditions.

Recognize the styles of each of the historical periods by aurally identifying standard masterpieces.

Be familiar with technical aspects of selected pieces: orchestration, instrumentation, form and musical texture. Appreciate the creative process of music by demonstrating familiarity of the lives and styles of individual composers.

Understand performance practice: playing, singing, and conducting.

Develop skills of aesthetic judgment and critical thinking through music listening at professional concert performance.

Study Plan and Sequence
To be successful in this course it is necessary for you to take responsibility for your learning since you will not be attending class in a traditional format.
READ the eBook integrated with audio, video and interactive media
LISTEN and INTERACT: The chapter Playlist accesses this chapter's music and video selections
LEARN the music through InQuizitive's adaptive, game-like Listening Modules
MASTER this chapter's historical facts through InQuizitive's Chapter Quizzes (OPTIONAL)
REVIEW important terms using the flashcards
REFER to the Chapter Outline for quick review

Course Objectives (CO)
Course objectives with core curriculum intellectual competencies related to each course objective through course activites.

A. Develop the ability to understand basic musical symbols. (CCIC: 1,2,4,5)

B. Develop an understanding of music through listening, viewing, and reading assignments. (CCIC: 1,2,4)

C. Experience live performances and write a critique. (CCIC: 1,2,4,5,6)

D. Develop an awareness of the elements of music. (CCIC: 1,3,4,5,6)

E. Analyze musical selections that will demonstrate knowledge of musical concepts. (CCIC: 1,4,5)

F. Demonstrate skills in critical analysis of musical works. (CCIC: 1,3,4,5)

G. Develop an awareness of the elements of music. (CCIC: 1,3,4,5,6)
H. Analyzemusicalselectionsthathwelldemonstrateknowledgeofmusicalconcepts. (CCIC: 1,4,5)

I. Demonstrate skills in critical analysis of musical works. (CCIC: 1,3,4,5)

J. Develop an awareness of the elements of music. (CCIC: 1,3,4,5,6)

K. Analyzemusicalselectionsthathwelldemonstrateknowledgeofmusicalconcepts. (CCIC: 1,4,5)

L. Demonstrate skills in critical analysis of musical works. (CCIC: 1,3,4,5)

EVALUATION Overview

Final Grade Based on Points

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
</tr>
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<tbody>
<tr>
<td>550</td>
<td>A</td>
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<tr>
<td>499</td>
<td>B</td>
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<tr>
<td>449</td>
<td>C</td>
</tr>
<tr>
<td>399</td>
<td>D</td>
</tr>
<tr>
<td>349</td>
<td>F</td>
</tr>
</tbody>
</table>

SURVEYS (3 points each)
Pre-Course Survey Post-Course Survey

28 UNIT ASSIGNMENTS (10 points each)
There are six units. Each unit has a list of topics to be covered and each topic has required assignments out of the Study Guide. See the link called "Deadlines" on the Course Menu to get an idea of what is due when and how to pace yourself in the course.

UNIT TEST (50 points)
The Unit Test consists of 2/3’s terminology, and 1/3 instruments and voices. It is mostly multiple choice with some fill-in-the-blanks. Information covered: (1) the dates of the stylistic eras and study the terms listed for each assignment; (2) the basic facts about instruments, such as: what is the highest instrument in the orchestra, which instruments use double reeds, etc. and (3) identification of the pictures of 10 of the most common instruments of the orchestra.

TWO MAJOR ASSIGNMENTS (100 points each)

- Poem Assignment
- Concert Report

The Poem and Concert assignment serves as the final exam.

MAJOR POEM ASSIGNMENT serves as one of your Major Assignments. In the creative assignment the student does not actually write music, but rather talks about music. This creative writing assignment is not difficult, although it is probably different from anything you have done before.
Choose 4 lines or 4 stanzas of any poem. It can even be a poem you have written yourself. The stanzas or lines do not have to be consecutive lines in your poem. You may skip around and choose lines that are meaningful to you.

Type each stanza separately. Below each stanza write a 150-word paragraph not including poetry. In your paragraphs you will pretend to set the poetry to music. You will be the composer! Imagine how you would want each stanza to sound, then describe it. Each stanza (line) of poetry must be set in the style of a different era: (1) 1st stanza in Baroque style, (2) the 2nd in Classical, (3) the 3rd in Romantic and (4) the 4th in Modern.

In other words, describe music that uses characteristics of Baroque style in your first stanza, characteristics of Classical style for your second stanza, etc. For example: your Romantic stanza should have big contrasts, whereas your Baroque stanza will have a consistent mood. To review details of style see many of the online Introductions and Enrichment sections that focus on style.

MAJOR CONCERT ASSIGNMENT Students will attend a PROFESSIONAL concert of classical music and write a critique paper. Your required concert must be professional classical music, not a pops concert or a Broadway style musical. It should be a performance such as a symphony, an opera or chamber music. Please see the links on the course site, "Concert Choices" AND "Concert Report Format," for additional information.

Grading Rubric for Concert Report Introduction - 10% in length and value
Objective Description of the Music - 20% in length and value
Subjective Description of the Music - 30% in length and value
Conclusion - 10% in length and value
Length: No less than two pages and no more than three pages.

NOTE: One must turn in the Concert Assignment and the Poem Assignment in order to pass the course. Failure to turn in either of these assignments will result in a grade of "F" for the semester.

CORE CURRICULUM INTELLECTUAL COMPETENCIES (CCIC):
In addition to the course format, objectives, materials, assignments, grading and withdrawal policies, the music educators at Brookhaven College believe intellectual competencies and multicultural concepts should be included to ensure that our students are well rounded.

THE FOLLOWING CORE INTELLECTUAL PROFICIENCIES WILL BE INCLUDED AS FOLLOWS:
Reading: Students will read the course syllabus, textbook and/or class handouts, written examinations, and translation of song texts when necessary.

Writing: Students will write answers to weekly assignments given by the instructor, descriptions and opinions of performances, and may write a research paper on a topic selected by the instructor.

Speaking: Students may verbally participate in classroom discussions about live and recorded performances and may give an oral research report corresponding to written research projects.

Listening: Students will listen to verbal instructions and lectures given by the instructor on the basic elements of music including; basic rudiments, harmony, textures, forms, and eras of music. In addition, students will listen to live and recorded performances at the instructor’s discretion.

Critical Thinking: Students will apply a basic knowledge of music learned through lectures and
textbook readings in classroom discussions and critical thinking essays on quizzes, exams, and/or weekly assignments led or given by the instructor as needed.

*Computer Literacy:* Students will use the computer to type written assignments, essays, or research projects. Students may explore music writing programs by composing simple harmony and/or listening to ear training assignments when and where technology is available.

**MUSIC 1306 EXEMPLARY EDUCATIONAL OBJECTIVES** (EEO):
Music 1306, as part of the Core Curriculum, satisfies the following Exemplary Educational Objectives set forth by the Texas Higher Education Coordinating Board. Exemplary educational objectives with equivalencies for course objectives.

1. To demonstrate awareness of the scope and variety of works in the arts and music. (CO: A,B,C)

2. To understand those works as expressions of individual and human values within an historical and social context. (CO:B)

3. To respond critically to works in the arts and music. (CO: C,D,E,F)

4. The engage in the creative process or interpretive performance and comprehend the physical and intellectual demands required of the author or visual or performing artist. (CO: C,D,E)

5. To articulate an informed personal reaction to works in the arts and music. (CO: C,F)

6. To develop an appreciation for the aesthetic principles that guide or govern the music and arts. (CO: A,B,D,E)

7. To demonstrate knowledge of the influence of literature, philosophy, and/or the arts on intercultural experiences. (CO: A, B, D, F)

**INSTITUTIONAL POLICIES relating to this course can be accessed from the following link.**

Institutional Policies

[https://www.Brookhavencollege.edu/syllabusaddendum](https://www.Brookhavencollege.edu/syllabusaddendum)

Academic Calendar

[https://www1.dcccd.edu/catalog/GeneralInfo/AcadCalendar/academic_calendar.cfm](https://www1.dcccd.edu/catalog/GeneralInfo/AcadCalendar/academic_calendar.cfm)

**ELECTRONIC DEVICES IN CLASS**
In as much as electronic devices pose a serious risk to academic integrity, and because mobile telephones are disruptive to the learning environment, the instructor reserves the right to control the use of all electronic devices in class (cellular telephones, calculators, etc.). Students are not permitted to use mobile, cellular telephones or other devices for sending/receiving calls and/or text messages during class. Students who send/receive text massages or telephone calls during class may be asked to leave the class, resulting in an unexcused absence for that class period. Under no circumstances will students turn on electronic devices or keep them on during tests or quizzes. Students will place electronic devices in the test box during major exams. Students who
send/receive text messages during an exam, engages in any kind of communications activity which threaten the integrity of the test environment, or photograph on electronic devices test material or other materials the instructor deems inappropriate for copy are subject of failure in the course.

DROP/WITHDRAWAL POLICY
Withdrawing from a course is a formal procedure which YOU must initiate; the instructor cannot do it for you. You may do this in Admissions or Counseling. If you stop attending class and do not withdraw, you will receive a performance grade, which can result in an “F.” Students sometimes drop courses when help is available that would enable them to continue. Please discuss your plans with the instructor if you feel the need to withdraw.

Internal Transfer: A credit student may transfer to non-credit status after the refund period and on or before the final drop date of the semester. No student will be permitted to transfer after that date. Please consult with your instructor if you wish to utilize this transfer process.

IMPORTANT NOTICE REGARDING DROPPED COURSES: EFFECTIVE 2007
Section 51.907 of the Texas Education Code applies to students who enroll in a Texas public institution of higher education for the first time in fall 2007 or later. This includes dual credit and Early College High School students. Based on this law, DCCCD or any other Texas public institution of higher education may not permit a student to drop more than six courses during their entire undergraduate career. All courses dropped after the official drop and add period for the course are included in the six-course limit, including courses dropped at another Texas public institution of higher education, unless it qualifies as an exception. Contact your college’s counseling/advising office for further details related to exceptions.