

# MUL 2010, Sec. 2G61: INTRODUCTION TO MUSIC LITERATURE Spring 2016

T per. 2-3 (08:30-10:25), R per. 3 (09:35-10:25), MUB 120



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## Course Description

MUL 2010 is designed to examine music and its role in culture: how it both shapes and is shaped by social, political, national, and cultural forces. Examples from Western art music, popular music, and world music will illustrate music's inextricable link to life in both historical and contemporary settings. No prior or concurrent courses are required for enrollment in MUL 2010, nor is any prior musical training or experience. However, as a Writing Requirement course, I strongly recommend that you have taken ENC 1101 or 1102, as your writing will be held to college-level standards. **A detailed course schedule, containing all the important dates, is provided at the end of this document.**

## Objectives

This course is designed to enhance the student's understanding of music from a technical, aesthetic, historical, and sociological perspective. To accomplish these goals, the course will concentrate on:

- The development of an attentive style of listening.
- The introduction and systematic study of the building blocks of music.
- Enhancing awareness of the main musical styles of selected Western and non-Western cultures.
- Application of critical thinking skills to musical constructs in order to better understand human creativity and problem-solving.

## Textbooks

REQUIRED: Cornelius, Steven, and Mary Natvig. *Music: A Social Experience*. Pearson, 2012. Print and E-text versions are available. It is not necessary, but recommended, that you have access to **MySearchLab**, which includes musical examples. You should however ensure that you have access to the musical selections, either through the online resources or by purchasing the 4 CD set that accompanies the text. The textbook is available at the UF-bookstore: [ufl.bkstr.com](http://ufl.bkstr.com)

## Online access

Canvas (E-learning) (<https://lss.at.ufl.edu/>) is an important online component of the course. The most current information about the course and listening lists will be posted here, as will copies of the syllabus, course schedule, and details about the writing assignments. Your grades will be posted here so that you can keep track of your progress.

## General Education Student Learning Outcomes

This course satisfies humanities (H) and international (N) requirements for general education.

Humanities courses provide instruction in the history, key themes, principles, terminology, and theory or methodologies used within a humanities discipline or the humanities in general. Students will learn to identify and to analyze the key elements, biases, and influences that shape thought. These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives.

International courses provide instruction in the values, attitudes, and norms that constitute the contemporary cultures of countries outside the United States. These courses lead students to understand how geographic location and

socioeconomic factors affect these cultures and the lives of citizens in other countries. Through analysis and evaluation of the students' own cultural norms and values in relation to those held by the citizens of other countries, they will develop a cross-cultural understanding of the rest of the contemporary world.

In MUL2010, the course is broken down into four major sections, each containing 3 to 4 modules, through which a variety of aspects on music are addressed in the context of three major classifications of music: Western "art" music; "popular" music; and "world" music:

- **Music Fundamentals (Chapters 1-3):** In the introductory section, students learn about how music is experienced individually and culturally; how music is classified (as "world," "popular," or "art"); and how to actively listen to pieces. Essential elements of music are introduced and demonstrated, and then applied by students as they analyze three short pieces.
- **Musical Identities (Chapters 4-6):** Here, the use of music to express individual and collective identities is explored; modules focus on the relationships between music and ethnicity, gender, and spirituality.
- **Musical Intersections (Chapters 7-9):** This section focuses on music's relationship to social and political realms, including politics/national identity, war/conflict, and love.
- **Musical Narratives (Chapters 10-13):** The final section addresses the social experience of music through the concert hall, theater, film, and dance. The history of these genres, as well as the social and cultural aspects of them, are discussed and analyzed.

General education student learning outcomes describe the knowledge, skills, and attitudes that students are expected to acquire while completing a general education course at the University of Florida. These outcomes fall into three areas: content, communication, and critical thinking.

- **Content:** Students demonstrate competence in the terminology, concepts, methodologies, and theories used within the discipline. Content is primarily assessed through the chapter quizzes and unit exams.
- **Communication:** Students communicate knowledge, ideas, and reasoning clearly and effectively in written or oral forms appropriate to the discipline. Communication is primarily assessed through students' original posts and responses on the discussion boards.
- **Critical Thinking:** Students analyze information carefully and logically from multiple perspectives, using discipline specific methods, and develop reasoned solutions to problems. Critical thinking is primarily assessed through the Writing Requirement assignments.

### **Learning Outcomes**

Upon completion of this course, the student will be able to:

- Identify the basic components of music using discipline-specific terminology.
- Describe musical works by accurately employing the vocabulary learned in this course.
- Aurally identify musical instruments and voices by classification.
- Aurally identify rudimentary melodic, harmonic, rhythmic, and textural structures.
- Demonstrate an understanding of musical form and texture.
- Express an aesthetic response to a work of art and verbally defend it.
- Define an overview of some of the major stylistic periods in Western music and draw analogies to other arts from the same era.
- Identify some of the major works and artists from these periods.
- Compare and contrast these works to contemporary, popular, and non-Western musical examples.
- Recognize and describe the role(s) that music plays in their own lives, regional culture, and contemporary society as a whole.
- Offer both subjective, emotional commentary and objective analysis of artistic expressions, and to distinguish between the two.
- Articulate some of the forces that have shaped their own taste and aesthetic responses.

As a result of learning and listening, students will acquire:

- Increased awareness and curiosity about the past, present and future developments in music.
- A philosophy according to which the student may express and justify his own personal tastes and interest in music.

- The ability to offer music criticisms based upon an acquired set of value judgments.
- An awareness of uses of music in the entertainment and commercial field.
- A greater understanding of Western concert music, as well as modern popular music.
- An enhanced receptivity to the music of other cultures.

### **Writing Requirement**

Successful completion of the course (a grade of C or higher) also counts toward the State of Florida Writing Requirement. Mandatory course work includes a minimum of **2,000** words of writing. The Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning.

Because this course carries WR credit, **all written works for the course will undergo evaluation on both content and technical elements**. All writing should follow the rules of standard English, and must use proper spelling, grammar, punctuation, word usage, clarity, coherence, and organization. Protests of “this is not an English class” arise regularly, prompting the reminder that this is a college course, and so good writing is the expectation, no matter to which discipline a course belongs. Writing is an important form of communication, especially in academia; all written work should be at the highest level. The course will contain two writing assignments:

The **Creative/Analysis paper** asks you to select a piece of instrumental music with no extra-musical associations already built in. In your 750-word essay, you will:

- Introduce the piece, explain how you selected it, and summarize its key features;
- Give an objective description of the music and how it unfolds over time, using concepts and vocabulary from Module 1 (“The Language of Music”);
- Create a narrative of an imagined visual accompaniment (e.g. a movie or theatre scene; an abstract visual accompaniment; choreography); and
- Summarize the direction of your scene and how the music enhances it.

The **Reaction/Research paper** asks you to choose one of four modern composers and conduct research on his musical philosophy and biography, and the ways in which their music philosophy is realized in their creative output. In your 1250-word essay, you will:

- Begin by reading articles in the New Grove Dictionary of Music and Musicians about the composer’s concept of music, sound, and art. Then, you will choose the composer you wish to research further regarding his biography, philosophy, and musical output.
- Present the composer’s background and musical philosophy, citing your research and relevant musical examples, and explain why his philosophy is so different in “classical” music; and present your personal philosophy of music in relation to your chosen composer, explaining how (if) his philosophy is valid, and how (if) his philosophy expands your way of thinking about music.

Full instructions on both papers will be available, during the semester.

**Remember: in order to receive WR credit, the scores for both papers as well as the overall course grade must be a C or higher.**

All students are encouraged to use the services provided by the UF Writing Studio (<http://writing.ufl.edu>). The Writing Studio contains valuable resources, such as writing assistance and citation guides, and many helpful videos on subjects such as time management, note taking, citation/plagiarism, study tips, and more. Both the staff at the Writing Studio and the instructor/TAs for MUL2010 will assist with questions related to your writing, but we will not proofread or edit your work for you; rather, we will help you develop the skills to proofread/edit on your own.

### **Exams**

There will be two written exams. Exams are based on class lectures, assigned readings, and listening examples.

### **Concert attendance**

One of the most important aspects of discussing and listening to music is experiencing concerts live. Throughout the course, if you attend the maximum of three approved concerts discussed and write a brief summary of maximum **500** words, there will be an extra credits for each concert attendance. The summaries are due either per email or in the class, a week after the concert at latest. All the concerts and other musical events organized by University of Florida are already approved. For the concerts outside UF, the students need to talk to the instructor in advance to approve the concert.

## Evaluation

The grading breakdown for this course is as follows:

**12%** = twelve weekly quizzes (1%).

**18%** = creative/analysis paper, written according to guidelines presented during the course (minimum word count is 750).

**30%** = reaction/research paper, written according to guidelines presented during the course (minimum word count is 1,250). This paper includes three components: An initial submission to be reviewed by a peer (10%); your review of the peers' paper (10%); and a final draft of your peer-reviewed paper (28%).

**10%** = Class participation. All students are required to actively participate in the discussions.

**15%** =Exam I

**15%** =Exam II

The point system below is the basis for earning grades. You are responsible for keeping track of your progress throughout the semester – the Gradebook in Canvas will always show your current grade. If you are doing poorly near the withdrawal deadline, feel free to discuss your progress with the instructor. However, keep in mind that although miracles do happen, math also happens, and the numbers are the numbers. **The instructor alone reserves the right to give (or not give) extra credit beyond that already built into the course.**

All grades will be determined based on the following scale:

**A: 94-100%**

**A-: 90-93%**

**B+: 87-89%**

**B: 84-86%**

**B-: 80-83%**

**C+: 77-79%**

**C: 74-76%**

**C-: 70-73%**

**D+: 67-69%**

**D: 64-66%**

**D-: 60-63%**

**E: 0-5**

PLEASE NOTE: Specific grade questions and concerns will only be discussed with the student. Due to the 1974 Family Educational Rights and Privacy Act, the instructor cannot and will not discuss your progress or grades with your parents. For more information on FERPA, please visit <http://www.registrar.ufl.edu/ferpa.html>. Any correspondence received from your parents/guardians will be responded to with a link to the FERPA information site and nothing more.

## Attendance

Consistent and punctual attendance is expected for every class meeting, your participation is integral to the effectiveness of the course. You should understand that works, quizzes, or exams missed as a result of absence or tardiness **will** impact your grades. You are fully responsible for all assigned work regardless of attendance or punctuality; if you miss a class for any reason, you are responsible for getting notes from a fellow student, not the instructor.

Make up exams will only be administered under unusual and **documentable** circumstances (e.g. medical excuse with documentation from a physician's office or hospital), and must be completed within one calendar week of the original assignment. Because of the nature of multiple-choice nature of them, **make-up quizzes will not be possible under any circumstances**. Students are expected to show up on time for quizzes and exams unless the instructor is notified in advance or shown written documentation after the fact. If you are late for an exam, you will not be given extra time to complete it. If you are late for a listening part of the exams, each listening example missed will not be replayed for you. On exam days, the instructor reserves the right to assign seating. Please see UF's attendance policies:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

## Late Policy

Assignments are due during the assigned time/date. You must submit an electronic copy to the Canvas course website. Late work is admissible only at the instructor's discretion (which is strongly disinclined to accept it).

## Conduct

Disrespectful behavior by any student to a fellow classmate, teaching assistants, or the instructor is unacceptable under any circumstances. Such behaviors include, but are not limited to, arriving late/leaving early, sleeping in class, text messaging, doing non-course related reading/homework, and discrimination of any type. **Laptops, cell phones, and iPods are to be silenced and put away for the duration of class.** In any such case, the instructor may ask the student(s) to

leave the classroom. Our classroom is an open classroom, your discussions and views will be heard and respected if delivered in a respectful manner.

### **Academic Honesty**

All violations of academic honesty will be referred to the Dean of Students Office for disciplinary action without exception. PLAGIARISM OR CHEATING **WILL** RESULT IN A FAILING GRADE FOR THE PLAGIARIZED ASSIGNMENT, AND POSSIBLY THE COURSE. If you are uncertain about these guidelines, please see me.

#### **Ignorance to the law is no excuse.**

UF's Honor Pledge, which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: 'On my honor, I have neither given nor received unauthorized aid in doing this assignment,'" applies to all students. The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honorcode/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

### **Accommodations**

Students requesting classroom accommodations must first register with the Disability Resource Center (0001 Reid Hall; 352.392.8565; [www.dso.ufl.edu/drc](http://www.dso.ufl.edu/drc)) by providing appropriate documentation. Once registered, students will receive an accommodation letter that must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester. Accommodations are not provided retroactively.

### **Additional Resources**

1. Campus Writing Center: Students are encouraged to use the Campus Writing Center for extra help with the writing assignments. Students who use the Writing Center must submit all drafts of the paper, including the suggestions and revisions from the center. If you are asked to use the writing center, you will be expected to do so and to submit all drafts of your paper. Information about the center is available at [www.at.ufl.edu/r&w/](http://www.at.ufl.edu/r&w/).
2. Other resources are available on campus for students having personal problems that affect academic performance or difficulty defining career and academic goals:
  - University Counseling Center for personal and career counseling; 301 Peabody Hall, 392-1575.
  - Student Mental Health for personal counseling; Student Mental Health Care Center, 392-1171.
  - Center for Sexual Assault/Abuse Recovery Services, Student Health Care Center, 392-1161.
  - Career Resource Center, career development assistance and counseling; Reitz Union, 392-1601.

### **Online Course Evaluations**

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>.

**\* The instructor reserves the right to change or adapt this syllabus, schedule, and rules, at any time, per the instructional needs of the course. If this is necessary, the instructor will notify students.**

## *Tentative Course Schedule and Important Dates*

<b>Week / Textbook Chapter</b>	<b>Tuesday (Lecture and activity)</b>	<b>Thursday (Quiz and Lecture or activity)</b>
1- <b>Introduction</b>	05 January	07 January
2- <b>Chapter 1</b>	12 January	14 January – <b>Quiz 1</b>
3- <b>Chapter 2</b>	19 January	21 January – <b>Quiz 2</b>
4- <b>Chapter 3</b>	26 January	28 January – <b>Quiz 3</b>
5- <b>Chapter 4</b>	2 February	4 February – <b>Quiz 4</b>
6- <b>Chapter 5</b>	9 February	11 February – <b>Quiz 5</b>
7- <b>Chapter 6</b>	16 February – <b>Exam 1</b>	18 February
8- <b>Chapter 7</b>	23 February – <b>Writing Assignment 1 due</b>	25 February – <b>Quiz 6</b>
9- <b>SPRING BREAK</b>	<b>SPRING BREAK</b>	<b>SPRING BREAK</b>
10- <b>Chapter 8</b>	8 March	10 March – <b>Quiz 7</b>
11- <b>Chapter 9</b>	15 March	17 March – <b>Quiz 8</b>
12- <b>Chapter 10</b>	22 March	24 March – <b>Quiz 9</b>
13- <b>Chapter 11</b>	29 March	31 March – <b>Quiz 10</b>
14- <b>Chapter 12</b>	5 April – <b>Writing Assignment 2 due</b>	7 April – <b>Quiz 11</b>
15- <b>Chapter 13</b>	12 April	14 April – <b>Quiz 12</b>
16-	19 April <b>Exam 2</b>	21 April (Reading Day)

## *Rubric for Creative/Analysis and Reaction/Research Papers*

	<b>EXCELLENT [A]</b>	<b>GOOD [B]</b>	<b>AVERAGE [C]</b>	<b>POOR [D]</b>	<b>ABSENT [E]</b>
<b>CONTENT/ ORGANIZATION</b>  40%	Paper will have clear organization and specific examples. The assignment instructions will have been read, understood, and thoughtfully interpreted by the writer. Specific examples are given when referring to styles, artists, songs, pieces of music, instruments used, etc. Terminology and other ideas/concepts learned are incorporated to explain different examples. Precise, clear organization: introduction with thesis or purpose statement; body; conclusion. Ideas flow logically, and an outline can be understood.	Organization is clear, but not precise; has fewer clear transitions. Ideas stray very little from topic sentences and thesis. Fewer or incorrect uses of terminology. A few weaknesses in introduction/conclusion.	Organization is somewhat unclear; has unclear transitions. Organization is hard to follow. Little or incorrect use of terminology. Weaknesses in introduction/conclusion.	Organization is unclear; paper is hard to follow. Little or no usage of terminology. Weaknesses in or lack of introduction/conclusion.	No organization or logical flow of ideas. No usage of terminology. No introduction/conclusion.
<b>LANGUAGE/ STYLE</b>  25%	Shows a clear mastery of language and style, with 0-4 mistakes on items including but not limited to active voice; variety in sentence structure and verb use (minimize use of the verb "to be"); concise, clear sentences; proper, clear word choice; no spelling errors.	5-8 mistakes on items listed previously	9-12 mistakes on items listed previously	13-15 mistakes on items listed previously	16 or more mistakes on items listed previously
<b>GRAMMAR</b>  25%	0-4 grammatical errors on items including but not limited to avoiding prepositions at the end of sentences; avoiding contractions; avoiding comma splices; proper usage of commas, colons, and semicolons; proper usage of words (e.g. they're/there/their; you're/your; it's/its); avoidance of dangling participles (e.g. "After rotting in the cellar for weeks, my brother brought up some oranges."); proper use of nouns and pronouns.	5-8 grammatical errors on items listed previously	9-12 grammatical errors on items listed previously	13-15 grammatical errors on items listed previously	16 or more grammatical errors on items listed previously
<b>FORMATTING</b>  10%	The formatting includes all of the following: a standard, 12-point font (Times New Roman, Arial, Calibri, or Courier); double-spacing; 1-inch margins all around; no extra space between paragraphs.	The formatting includes all but one of the items listed previously	The formatting includes all but two of the items listed previously.	The formatting includes all but three of the items listed previously.	The formatting includes none of the items listed previously.