

**Experiencing Music**  
MUL 2010 Section 3439  
Time: MWF Period 3 (9:35-10:25 AM)  
Location: MUB 120  
Fall 2016

**Instructor**

Lauren Hodges, DMA

**Please contact me via Canvas email**

Email: [lhodges@arts.ufl.edu](mailto:lhodges@arts.ufl.edu) (only in emergencies) Phone: TBA

Office Hours: MUB 304, MW Period 2, by appointment - please let me know in Canvas that you're coming (MUB 304)

**Teaching Assistants** – Please contact through the Canvas website

Mitchell Stecker, [MStecker@ufl.edu](mailto:MStecker@ufl.edu)

Office Hour, MUB 315 and 317, By appointment and Fridays, Period 4

Pablo Marquine, [pmarquine@ufl.edu](mailto:pmarquine@ufl.edu)

Office Hour, MUB 315 and 317, Mondays, Period 7

**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 be used to demonstrate 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, it is strongly recommended that you have taken ENC 1101 or 1102, as your writing will be held to college-level standards.

**Course 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.

**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.

□ **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, the student 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. Course grades have two components: To receive writing requirement credit, a student must receive a grade of C or higher **and** a satisfactory completion of the writing component of the course (grades of C or higher on each writing assignment). Writing requirement credit can only be obtained once for a course. If a student meets the writing requirement in a course, repeating the course will not result in additional writing requirement credit.

Because this course carries WR credit, **all written works for the course will be evaluated both on content and technical elements**. All writing should follow the rules of standard English and will be evaluated with respect to 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 should be expected regardless of the course discipline. Writing is an important form of communication, especially in academia; therefore, all written work should be at the highest level.

This course will contain four writing assignments, each with a 500 minimum word count.

1. Reaction Paper – Read the article posted on Canvas and submit a 500-word reaction paper. Resources available here:  
<http://leo.stcloudstate.edu/acadwrite/reaction.html>  
<https://www.esc.edu/online-writing-center/resources/academic-writing/types/summary-reaction-papers/>
2. Song Essay – Choose any song (not already covered in the text or lectures) and submit a 500-word analysis. Summarize the meaning of the lyrics and describe how the musical elements effectively communicate that message. Include a link for listening to your choice online.  
Resource (in appendix): <http://www.ams-net.org/ojs/index.php/jmhp/article/viewFile/41/88>
3. Concert Report – **You must attend one concert organized by the School of Music at UF** and submit a signed program with a 500-word concert report. Resources available here:  
[http://higher.ed.mheducation.com/sites/0078025087/student\\_view0/concert\\_goer\\_s\\_guide.html](http://higher.ed.mheducation.com/sites/0078025087/student_view0/concert_goer_s_guide.html)
4. Program Notes – Choose a piece of Western Art Music that has not been previously covered in class and write 500-word program notes that include at least one external citation from Grove/Oxford Music Online.

Resources available here:

<http://lib.guides.umd.edu/c.php?g=326879&p=2194305>

Full instructions and rubrics for both papers are provided on the course site, but here are some common/general requirements:

- Each paper should meet its minimum assigned word count.
- Each paper should be formatted as follows:
  - Double-spaced
  - Standard 12-point font (Times New Roman or Arial)
  - 1" margins on each side
  - Identifying information on the first page: Student's name; course and section number; documentation style; word count of the body of the paper (this excludes the identifying information and bibliography)
- Papers will be submitted to Canvas by the deadlines posted on the Course Calendar at the end of this syllabus (this will also be published on the course site). **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. We will help you develop the skills to proofread/edit on your own.

### **Concert attendance**

One of the most important aspects of this course is experiencing music live in concert. You may receive extra credit for attending up to five extra concerts and other musical events organized by University of Florida. Turn in a program signed by the performer or a faculty member at the event to document your attendance for the duration of the concert. For the concerts outside UF, the students need to talk to the instructor in advance to approve the concert.

### **Performance and Presentation (Extra Credit Option)**

The students who are willing to perform or present on a topic related to the lectures will get extra credit. Each student can perform or present, once per semester. The students need to talk to the instructor to plan their performance or presentation, in advance.

### **Textbooks**

**REQUIRED:** Cornelius, Steven, and Mary Natvig. *Music: A Social Experience*. Routledge, 2012. Print and E-text versions are available (ISBN: 9780136017509). Your book should provide an access token for its companion website for online resources, including musical examples and sample quizzes.

<http://www.routledgegettextbooks.com/textbooks/9780136017509/default.php>

**RECOMMENDED:** There is a 4 CD set accompanying the textbook, but it is not required since all audio examples are available streaming on the companion website.

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.

## **Evaluation of Grades**

The grades for this course will be broken down as follows:

48% = written assignments (4 500-word papers at 12% each)

15% =Exam I

15% =Exam II

12% = highest twelve out of thirteen weekly quizzes (1% each with the lowest score dropped)

10% = Attendance

Final grades will be calculated according to the point system below and are not negotiable. 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 reserves the right to give (or not give) extra credit beyond that already built into the course – please do not ask for it.

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: 0-59

More information on grades and grading policies is here:

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

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.

## **Class Attendance and Make-Up Policy**

Consistent and punctual class attendance is expected and counts for 10% of your final grade.

Excused absences are consistent with university policies in the undergraduate catalog (<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>) and require appropriate documentation. Unexcused absences will negatively impact your grade.

Understand that work, quizzes, or exams missed as a result of absence or tardiness will impact your grade. No absence will be considered excused without proper documentation. 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 classmate, 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. Make up quizzes will not be given 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

exam, each listening example missed will not be replayed for you. On exam days, the instructor reserves the right to assign seating.

### **Late Policy**

Assignments are due during the assigned time/date. You must submit an electronic copy to the course's Canvas website. Late work will receive a 10% deduction of the grade and will not be accepted at all after one calendar week has passed.

### **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, eating, and doing non-course related reading/homework. 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 and s/he will be counted as absent for the day.

### **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 students are bound by The 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.'" 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 with disabilities requesting accommodations should first register with the Disability Resource Center (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.

### **Course Evaluation**

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/>.

### **Additional Resources**

- 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/).
- 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, <http://www.counseling.ufl.edu/cwc/Default.aspx>
  - University Police Department: 392-1111 or 9-1-1 for emergencies.

## Course Schedule and Important Dates

<b>Week #, Chapter</b>	Monday- Lecture	Wednesday- Lecture	Friday- Quiz, performance
1. Introduction, Chapter 1	Aug 22	Aug 24	Aug 26
2. Chapter 1 -2	Aug 29	Aug 31	Sept 2: Quiz 1
3. Chapter 2	Sept 5: Holiday	Sept 7	Sept 9: Quiz 2 Writing assignment 1 due
4. Chapter 3	Sept 12	Sept 14	Sept 16: Quiz 3
5. Chapter 4	Sept 19	Sept 21	Sept 23: Quiz 4
6. Chapter 5	Sept 26	Sept 28	Sept 30: Quiz 5
7. Chapter 6	Oct 3	Oct 5	Oct 7: Quiz 6 Writing Assignment 2 due
8. Midterm	Oct 10: Review	Oct 12: Exam 1	Oct 14: Holiday
9. Chapter 7	Oct 17	Oct 19	Oct 21: Quiz 7
10. Chapter 8	Oct 24	Oct 26	Oct 28: Quiz 8
11. Chapter 9	Oct 31	Nov 2	Nov 4: Quiz 9  Writing assignment 3 due
12. Chapter 10	Nov 7	Nov 9: Quiz 10	Nov 11: Holiday
13. Chapter 11	Nov 14	Nov 16	Nov 18: Quiz 11
14. Chapter 12	Nov 21:	Nov 23: Holiday	Nov 25: Holiday
15. Chapter 13	Nov 28: Quiz 12	Nov 30:	Dec 2: Writing assignment 4 due
16. Conclusion	Dec 5: Quiz 13  Review and Conclusion	Dec 7: Exam 2	

## *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>  <b>40%</b>	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>  <b>25%</b>	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>  <b>25%</b>	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>  <b>10%</b>	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.