

## SYLLABUS & CLASS POLICIES

### MUL 2010: Experiencing Music Summer A 2018, Section 0754 (Online)

#### Instructor

Emily Theobald, [etheobald@ufl.edu](mailto:etheobald@ufl.edu)

**Please contact your assigned TA via Canvas email. Contact Emily if your issue has not been resolved by first contacting your assigned TA.**

**Teaching Assistants** – Please contact **your assigned TA** through the Canvas website. The instructor and TAs will rotate grading – please refer to the comments box on each assignment to see who to contact regarding each specific assignment. Also, a table with this information is posted on the Home page for your reference.

Steph Espie, [stephespie@ufl.edu](mailto:stephespie@ufl.edu)

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Office hours via Skype by request.

#### 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, 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. <sup>[1]</sup><sub>[SEP]</sub>
- The introduction and systematic study of the building blocks of music. <sup>[1]</sup><sub>[SEP]</sub>
- 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. <sup>[1]</sup><sub>[SEP]</sub>

#### General Education Student Learning Outcomes <sup>[1]</sup><sub>[SEP]</sub>

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. <sup>[[1]]</sup><sub>SEP</sub>

- **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. <sup>[[1]]</sup><sub>SEP</sub>
- **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

### **Textbooks**

REQUIRED: Cornelius, Steven, and Mary Natvig. Music: A Social Experience. Routledge, 2012. Print (ISBN: 9780136017509) and E-text (ISBN: 9781315404301) versions are available. This book provides an access token for its companion website for online resources, including musical examples and sample quizzes. Used books in Routledge or Pearson editions are acceptable, and you may also choose to rent an e-book in order to save money (Amazon.com).

<https://www.routledge.com/Music-A-Social-Experience/Cornelius-Natvig/p/book/9780136017509>

RECOMMENDED: A current edition of a writing style manual (Chicago Manual of Style preferred). Students not located on the UF campus must have access to a library with the scholarly resources needed to complete the listening guide assignments.

### **Evaluation of Grades**

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

35% = Discussions (3.5% each with lowest score dropped)

25% = Weekly Quizzes (2.5% each with the lowest score dropped)

40% = Listening Guides

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.

### **Attendance and Conduct**

While the presentation of this course in an online format gives you, the student, great freedom in deciding when to engage the course, it is expected that you will log on to the course website regularly and check all

assignments. This is not a “self-paced” course – all required assignments for the course will be due according to the dates posted in Canvas. Pay special attention to all due dates; the class is set up so that you *can* begin assignments during the weekend, but you do not *have* to in order to accommodate all types of student schedules. The nature of the course format is such that it will not be possible to take quizzes after the closing deadline. In the event that late assignments are accepted/permitted (see below), there will be a substantial grade penalty assessed. Please note that technical difficulties do arise, and will generally not be considered an excuse to miss a deadline (especially without documentation from the UF Computing Helpdesk) – it is in your best interest to complete your assignments early so that you have time to work through any unforeseeable problems. You are advised to read through the technical information posted on the e-Learning website (<http://elearning.ufl.edu>) to minimize any potential technical issues.

For conflicts that may arise due to University-sponsored events or religious holidays, you are advised to plan your work in advance. The instructor recognizes and will comply with the University’s attendance policy (<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>); however, since no assignment requires that you log on the day of the deadline, you are responsible for planning ahead and taking care of work before a trip or holiday (including university holidays such as Homecoming). If a conflict seems unavoidable, you must contact the instructor at least one week prior to the date in question.

The instructor reserves the right to amend any portion of the course structure, including items listed on the Due Dates.

### **Policy on Due Dates/Times & Late Work**

Please pay extremely close attention to the due date of each assignment. The “available until” date is often later than the due date to allow for comments (in the case of discussion posts) and late work in extenuating circumstances (listening guides). Please take note of the due date, as all work will be marked late after that date and time, regardless of when the assignment is available until.

Both the online nature of this course and the time restraints of six-week summer semesters make accepting late work challenging both for students and for instructors. Therefore, it is imperative that students take responsibility for devising a schedule for completing classwork. At times, you might be working on multiple assignments simultaneously. The following late-work policies apply to this class:

1. **Quizzes:** No late quizzes will be accepted, no exceptions. However, your lowest quiz grade will be dropped at the end of the semester – if you miss only one quiz, it will be dropped from your final grade.
2. **Discussion posts:** In general, the deadline for discussion posts is 12 noon on the day they are due, but the assignment will stay open until 11:59pm the following day to allow for your two comments on your classmates’ work. If your original post is submitted later than noon, you will only be given half credit. If you comment on two posts but do not post, you will still earn those few points for your comment.
3. **Listening guides:** All work received after the third late day will be given a zero.
  - a. 1 day late, -5 points after grading
  - b. 2 days late, -8 points after grading
  - c. 3 days late, -12 points after grading

**\*\*Due to grades closing at 11:59 pm on June 22, Listening Guide 4 must be submitted no later than 11:59 pm on June 22 to receive any credit\*\***

### **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.**

A bad grade on one assignment in one class is insignificant compared to the possible repercussions of plagiarism that will haunt you throughout your career.

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.

### **Online 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/).<sup>[1]</sup><sub>[SEP]</sub>
- 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.