

Experiencing Music

MUL 2010, Course Numbers 18158 and 18157

M/W/F Section: 9:35-10:25 am

T/R Section: T 8:30-10:25 am and R 9:35-10:25 am

Location: Online; Synchronous Zoom Class Meetings
Fall 2020 + 3 Credits

Instructor Information

Dr. Laura Dallman

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Office: Virtual (Zoom)

Office Hours: M Period 7 (1:55-2:45 pm) & By Appointment

All office hours this semester will be through Zoom: <https://ufl.zoom.us/j/92299302992>

Teaching Assistant Information

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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 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.

Textbooks

REQUIRED: Steven Cornelius and Mary Natvig, *Music: A Social Experience*, Routledge (2019). We will use the second edition this semester. Print and eBooks are available for the second edition, but you can also choose to read the library's copy for free:

To read the textbook online through the library, you have to be on campus or use a VPN off campus. You will not be able to access the textbook at home without a VPN! To set up a VPN, use the instructions at this site: <https://it.ufl.edu/ict/documentation/network-infrastructure/vpn/>. To access the book through the library system, once you have set up a VPN, use the following link: <https://ebookcentral.proquest.com/lib/ufl/detail.action?docID=5580350>.

Canvas (e-learning, <https://lss.at.ufl.edu>) is an important online component of the course. Current information about the course and music listening lists will be posted here, as will copies of the syllabus, course schedule, assignments, and quizzes. Grades will be posted here so that you can keep track of your progress.

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 MUL 2010, the course is broken down into four main sections, each containing three to four chapters, 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 music. Essential elements of music are introduced and demonstrated, and then applied by students as they analyze short pieces.
- **Musical Identities** (Chapters 4-6): Here, the use of music to express individual and collective identities is explored; chapters 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, students 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 students may express and justify their own personal tastes and interests 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.

Diversity and Inclusion Statement

There is an objective foundation on which we will build our discussions of music, but just like people, music is diverse. We will consider music from various places and spaces around the world. As we discuss different music, I encourage students of all ethnicities, religions, genders, sexual orientations, classes, ages, and abilities to express their opinions, viewpoints, and experiences. Every person has something valuable to offer to their peers and the instructors in this course! If at any time you have a question or concern about diversity or inclusion, please email or set up a meeting to talk with Dr. Dallman.

Disability Accommodations

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter, which must be presented to Dr. Dallman when requesting accommodations. Students with disabilities should follow this procedure as early as possible in the semester.

Assignments

The course requires submission of an Introductory Recording, Critical Listening Assignments (CLAs), in-class assignments, the Creative Connection, and a Music Experience. Students are also required to participate on Discussion Boards in Canvas.

For the Introductory Recording, students are asked to answer a short series of questions by making and submitting a voice or video recording. With the necessary online platform this semester, getting to know students will be much more of a challenge, so this quick assignment should help Dr. Dallman and the TAs get to know students a little better!

Critical Listening Assignments have students engage with short popular and/or classical musical works using new musical vocabulary from the course. A practice CLA will be completed in class as a small group activity within the first two weeks of class. After the practice CLA, students will have the tools to complete CLA assignments on their own. The due dates for the remaining CLAs are indicated on the class schedule.

A handful of Zoom Assignments will be completed during our live class meetings. These will usually correspond with the topic for the day. These assignments are to be completed during the Zoom meeting and **can only be made up with a documented excused absence**.

The Creative Connection is a pass/fail assignment worth 11% of the student's overall grade. The purpose of this assignment is for students to connect an aspect of music with a creative expression. Students should spend no more than ten hours on this assignment; students that regularly engage with creative activities may find that they spend far less time completing this requirement. A general rubric of basic guidelines is provided on Canvas. Students that meet all the basic guidelines will pass with full points; students that fail to meet one or more of the basic guidelines will receive reduced numbers of points. Examples of past Creative Connection student work are will be posted to Canvas.

The Tiny Desk Music Experience is a description and review of a Tiny Desk musical performance. It expands the concepts of the CLA into a short, but formal report. Submissions may be made as a written report or a spoken, video recorded report. A general rubric of basic guidelines is provided on Canvas. Examples of past Music Experience student work will also be posted to Canvas; however, keep in mind that past Music Experiences had a live music component that cannot be replicated this semester due to COVID-19. Tiny Desk Music Experiences are due on November 8, but submissions by November 1 will be rewarded with 5% extra credit on the assignment.

Topics for Discussion Boards on Canvas will be related to material from the course as well as current musical issues. Discussion Boards will open on Mondays and be due the following Sunday. Students are expected to participate each week by either responding to the prompt or responding to their peers. Full instructions on how to earn points are provided on Canvas in the Files section.

Chapter Quizzes will cover the most recently completed chapter reading and accompanying course materials from the previous week. Quizzes will be administered through Canvas and will be posted by the Wednesday prior to the Sunday due date. Students are encouraged to read the textbook chapter and supplemental reading before taking the quiz. Please feel free to use your notes and your reading materials as you take the quiz!

Several Extra Credit opportunities are available. The first is built into the Music Experience. Additional optional Discussion Boards will be explained in announcements as the semester progresses. There is also an Extra Credit CLA that students can choose to complete, not only for extra credit, but for extra practice with the elements of music. One final way to earn extra credit is to visit your TA during her virtual office hours. Office hour visits will bump your grade up 0.25% for up to four visits. You can use this time to simply check in with your TA, letting her know how your semester is going, or you can come with a specific question regarding course material. Your TA will keep track of these meetings, but can also let me (Dr. Dallman) know if there is anything that students need addressed.

Assignment Submissions and Late Work Policy

In order for Dr. Dallman and the TAs to grade efficiently and effectively, assignments must be submitted through Canvas on Sundays at 11:59 PM. Specific assignment due dates are indicated on the Course Schedule (see end of syllabus) and published to Canvas. Timely submissions will allow students to earn the highest grades possible on their work.

To deter late submissions, late work will receive deductions, which will be applied automatically through Canvas. For every hour work is late, the overall grade will be reduced by 0.75%. Work submitted after 72 hours from the original due date and time will not be accepted. The exception to this policy regards Discussion Boards. Once Sunday concludes, students will not be able to post on topics from the previous week. Yet, since new Discussion Boards are always available on Monday, this means there is always something a topic on which to comment/post.

Please make sure your assignment uploads! With over 130 students and nearly 2000 individual assignments due this semester, Dr. Dallman unfortunately does not have time to trace missing assignments. If a submission is missing, you will receive a zero grade, so again, please make sure your assignment uploads correctly! If you notice after the due date that your submission did not

upload, **do not reopen your assignment**. Email Dr. Dallman immediately. If you cannot make a submission through Canvas due to a technical difficulty, email your assignment directly to Dr. Dallman.

Writing assignments 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. Remember: this is a college course. Good writing is expected regardless of the course discipline! If writing is not your forte, please consider using the services provided by the UF Writing Studio (<http://writing.ufl.edu>). The staff at the Writing Studio will assist with questions related to your writing, but will not proofread or edit your work for you. The Writing Studio also has valuable resources in the form of citation guides and helpful videos on subjects including time management, note taking, citation/plagiarism, and study tips.

Academic Conduct

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. 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-honor-code/>) 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.

Cheating on exams and using someone else’s ideas in a written paper without providing proper recognition of the source (plagiarizing) are serious matters. Anyone caught cheating or plagiarizing is subject to an automatic E and further disciplinary action. All violations of academic honesty will be referred to the Dean of Students Office for disciplinary action without exception. Instances of plagiarism will be treated on an individual basis, but can result in a failing grade for the course.

Class Attendance and Make-Up Policy

This semester, classes will be taught synchronously on Zoom. Consistent and punctual class attendance is expected and attendance will be taken for each Zoom class meeting. Attendance will count 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. Excused absences, when documented properly, will not negatively impact your attendance grade. You may make up any in-class activities or an exam on a day you have a documented excused absence. Your make-up work, however, must be submitted no later than a week after the assignment or exam was originally given.

Examples of excused absences include:

- a medical issue accompanied by a signed statement from your doctor
- a home-treatable medical issue (the flu, bad cold, migraine) explained in an email
- a car accident accompanied by a police report

- a serious family emergency explained in an email or with other written documentation
- a religious holiday observance explained in an email or with other written documentation
- research or conference presentations accompanied by written documentation
- military service or court-imposed legal obligations accompanied by written documentation
- an official University of Florida activity connected to your major field, scholarship, or athletic status accompanied by a faculty or coach letter/email

Examples of unexcused absences include:

- personal vacations or trips, which includes holiday or end of semester flights
- sleeping through a morning (or afternoon) alarm
- study sessions or work for other classes

Unexcused absences will negatively impact your grade. You are allowed **three unexcused absences**, and then your attendance grade will be lowered for each additional unexcused absence. Unexcused absences will result in a 2.5% deduction for each occurrence after the third occurrence. Students with large numbers of absences or tardy attendance will likely find it difficult to keep up with course material and score well on exams, so please be present and on time!

The best practice when you are absent is to email Dr. Dallman to explain your absence. It is better to be in contact with your professor about your absence than to be silent about it. If you are silent about an absence, it is automatically recorded as unexcused.

Also keep in mind that you are responsible for all assigned work regardless of attendance or punctuality. If you miss a class for any reason, you are responsible for submitting assignments that are due and getting notes from a classmate. During the second week of class, there will be designated time for you to get to know the people sitting around you and exchange contact information.

For the fall of 2020, class meetings will be recorded on Zoom and posted to Canvas. Due to space restraints on Canvas, however, older class meetings will be removed approximately every two weeks.

PowerPoints

If you are absent, plan to watch the archived class video and/or get notes from a peer. Dr. Dallman does not provide her lecture notes because they are often messy, they contain information that she may omit during class due to time constraints, they may be missing information that she added during class, or she might not use any! PowerPoints with general information for each chapter are available on Canvas, but these PowerPoints are incomplete. Students are expected to add information during class meetings.

Additional Policies

Zoom Meetings: Our class sessions will be audio visually recorded and available for at least two weeks for students to refer back to. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a

profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

Zoom Etiquette: The following information is excerpted and adapted from the Netiquette Guide for Online Courses: It is important to recognize that the online classroom is in fact a classroom, and certain behaviors are expected when you communicate with both your peers and your instructors. When attending a Zoom class or meeting, you should:

- not share your Zoom classroom link or password with others.
- dress appropriately. Even though you may be alone at home, your professor and classmates can see you! While attending class in your pajamas is tempting, you may want to reconsider wearing them. Also remember that clothing for Zoom class meetings is required; wearing clothing is not optional.
- be aware of your surroundings. Your professor and classmates can see what is behind you. Make sure the background is not distracting or something you would not want your classmates to see. (When in doubt use a virtual background.)
- test any virtual background out first to make sure your device can support it. Your background can express your personality, but be sure to avoid using backgrounds that may contain offensive images and language.
- mute your microphone. Don't leave your microphone open because of noise interference.
- raise your hand if you want to speak (click the "raise hand" button at the center bottom of your screen) and wait to be called upon.

Evaluations: Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Technology Policy: Internet access is required this semester, as is access to Canvas and Zoom. Students with financial hardships that make regular computer access difficult should speak with Dr. Dallman immediately. To respect the instructor and other students, mute your microphone when entering a Zoom class meeting. Please refrain from visiting social media or other websites and checking email during class meetings. When you are engaged with other sites, you are not engaged with the class!

For E-learning technical support contact the UF Computing Help Desk at 352-392-4357 or via e-mail at helpdesk@ufl.edu. The Help Desk website is <https://helpdesk.ufl.edu>.

Communication and Correspondence: Dr. Dallman will communicate primarily through Canvas. Any changes to the course schedule or due dates, along with new resources and other

course information, will be provided in an announcement on Canvas. For Discussion Board policies, see the Canvas Page labeled “Discussion Boards.” Emails can be sent through Canvas or directly to Dr. Dallman or your TA. When writing emails, think about how you are presenting yourself through your email. Aim for clarity and use a professional tone. You are emailing your instructors, not your pals that you are meeting later for coffee or ... other beverages.

Exams: Unit exams are open for a 48-hour window. It is the student’s responsibility to take the exam in that 48-hour window. Make-up exams will only be administered if an excuse is clearly documented, and they must be completed within one calendar week of the original exam. If you have been habitually absent during the semester and miss an exam, a personal email explaining your absence will not be accepted as documentation. Habitual absences build a rapport of mistrust and suspicion, and as such, additional verification of your absence will be required in order to make up an exam. Examples include a signed and dated doctor’s note, emergency room paperwork with a clear date, a police report with a clear date, or a court summons with a clear date.

Comprehension and Responsibility: Students are responsible for understanding the policies and procedures in this syllabus. If you do not understand something, please ask Dr. Dallman for clarification!

Grading

Dr. Dallman and the TAs will work to grade your assignments and exams in an efficient manner. Please keep in mind, though, that Dr. Dallman teaches four courses and has an infant at home, and that Danie and Cheyenne are also students completing graduate coursework. Quizzes are automatically graded in Canvas. Danie and Cheyenne will grade CLA 2, Discussion Boards, and Zoom Assignments. Dr. Dallman will grade CLA 1 and the Music Experience. A combination of Dr. Dallman and your TAs will grade the Creative Connection.

All assignments except the Creative Connection and the Music Experience should have approximately one-week turnarounds. Dr. Dallman and the TAs will grade exams, which may have a longer turnaround. If grading of exams is taking longer than anticipated, exam grades may be given in stages to provide students with at least some information on their grade.

All graded work will have feedback. If points are deducted, there should be a clear explanation. If not, contact Dr. Dallman or your TA, depending on the type of assignment. For all exam questions, email Dr. Dallman.

Grades for this course are allocated as follows:

- 18% = Unit Exams (3 exams @ 6% each)
- 11% = Music Experience
- 11% = Creative Connection
- 10% = Critical Listening Assignments (2 assignments, 4.5% each)
- 10% = Discussion Boards
- 10% = Weekly Quizzes (average of 8 quizzes, lowest quiz score dropped)
- 10% = Zoom Assignments

- 10% = Attendance
- 4% = Elements of Music Quiz
- 2% = Introductory Recording/Video
- 2% = Syllabus Quiz
- 2% = Final Quiz

We will not meet during finals week to take an in-class exam. In lieu of a final exam, there is a final quiz to be taken on Canvas by 11:59 pm on December 16. This quiz is required; skipping this quiz could very easily result in moving down a grade bracket.

Final grades will be calculated according to the percentage system below. The Gradebook in Canvas will be updated regularly to show your current grade. If you are doing poorly near the withdrawal deadline, please discuss your progress with Dr. Dallman. There are already extra credit opportunities built into the course, so please do not ask for additional extra credit.

Grade Percentage System

A	94.00-100.0%	C+	77.00-79.99%	D-	60.00-63.99%
A-	90.00-93.99%	C	74.00-76.99%	E	0.00-59.99%
B+	87.00-89.99%	C-	70.00-73.99%		
B	84.00-86.99%	D+	67.00-69.99%		
B-	80.00-83.99%	D	64.00-66.99%		

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, Dr. Dallman 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 or guardians will be responded to with a link to the FERPA information site and nothing more.

Course Schedule for Fall 2020

Because of the unique situation with COVID-19, flexibility will be key this semester. All assignment due dates, quizzes, and exams are indicated on the course schedule and will not change unless there are extenuating circumstances. If you are impacted by COVID-19, either with a personal diagnosis or by caring for a family member with a diagnosis, Dr. Dallman will work with you to make sure your grade will not be adversely impacted. Please also be prepared to extend the same spirit of flexibility to Dr. Dallman if she, her husband, or her son fall ill.

Any adjustments to the schedule will be made at Dr. Dallman's discretion and will be announced ahead of time both in class and by Canvas announcements. **Please make sure you know what happens in every class!** You are responsible for knowing about any changes to the schedule whether or not you are in each Zoom class meeting.

All reading assignments are in italics. They are assigned the day we begin discussing a chapter in class. **All written assignments, quizzes, and exams are in bold.** Chapter quizzes will cover the most recently completed chapter reading and accompanying course materials. They will be available from Wednesday evening through 11:59 PM Sunday.

Assignments are to be submitted through Canvas by 11:59 PM on the dates indicated on the Course Schedule. These deadlines are also published to Canvas. **Please make sure your assignment uploads!** If you cannot make a submission through Canvas due to a technical difficulty, email your assignment directly to Dr. Dallman.

WEEK/DATES	TOPICS	ASSIGNMENTS	DUE DATES
Week 1 (8/31-9/4)	Elements of Music (EoM): Melody, Rhythm, Harmony, and Texture	Introductory Recording/Video Syllabus Quiz	9/6
Week 2 (9/7-9/11)	EoM: Timbre, Expression, and Form	CLA Practice Elements of Music Quiz	Zoom 9/13
Week 3 (9/14-9/18)	Chapter 1/Chapter 4	Memory Discussion Board Chapter 4 Discussion Chapter 1/ Chapter 4 Quiz CLA 1	Zoom 9/20
Week 4 (9/21-9/25)	Chapter 5	Ethnicity Worksheet Chapter 5 Discussion Chapter 5 Quiz	Zoom 9/27
Week 5 (9/28-10/2)	Chapter 6	Album Art Worksheet Chapter 6 Discussion Chapter 6 Quiz CLA 2	Zoom 10/4
Week 6 (10/5-10/9)	Chapter 7	LGBTQ Rewrite Chapter 7 Discussion Unit 1 Exam	Zoom 10/11
Week 7 (10/12-10/16)	Chapter 8	Political Ads Worksheet Chapter 8 Discussion Chapter 8 Quiz Creative Connection	Zoom 10/18
Week 8 (10/19-10/23)	Chapter 9	Music+War Discussion Board Chapter 9 Discussion Chapter 9 Quiz	Zoom 10/25
Week 9 (10/26-10/30)	Chapter 10	Courtly Love Worksheet Chapter 10 Discussion Unit 2 Exam	Zoom 11/1
Week 10 (11/2-11/6)	Chapter 11	Musical Discussion Board Chapter 11 Discussion Music Experience	Zoom 11/8

Week 11 (11/9-11/13)	Chapter 11/Chapter 12	Film Music Worksheet Chapter 12 Discussion Chapter 11 Quiz	Zoom 11/15
Week 12 (11/16-11/20)	Chapter 12/Video Games	Video Game Worksheet Video Game Discussion Chapter 12/Video Games Quiz	Zoom 11/22
Week 13 (11/23-11/24)	Chapter 13	Chapter 13 Discussion Chapter 13 Quiz	11/29
Week 14 (11/30-12/4)	Chapter 13/Chapter 14	Rite of Spring Worksheet Vivaldi Discussion Board Chapter 14 Discussion Unit 3 Exam	Zoom 12/6
Week 15 (12/7-12/11)	Popular Musics	Pop Discussion Board	12/13

Your final quiz is due Wednesday, December 16, at 12:00 pm!

Withdrawal and Drop Information

- September 4: Withdrawal without a fee
- September 25: Withdrawal with 25% refund
- November 23: Withdrawal deadline (W assigned)
- December 9: Drop and Withdrawal Deadline (petition required)