MUL2010: INTRODUCTION TO MUSIC LITERATURE
Fall 2014 — Section 3440 (Online)

Instructor: Jeremy Frusco, MM   **Instructor Office**: MUB 103
Office Hours: Office hours are by appointment. To schedule a meeting — either virtual or in person — please contact me **via Sakai e-mail**.
All correspondence with the instructor should be conducted through the Conversations/Inbox tool in Sakai – unless Sakai is down, you
should NOT send messages to my e-mail address. I am logged into Sakai mainly during business hours during the week (8:00-16:00 Eastern time), so you should expect return correspondence during these times.

Course Description
MUL 2010 is designed to introduce the student to selected masterpieces of Western music throughout major style periods, Medieval through 21st Century, and to lead the student to an understanding of the relationship of music to general culture and human development. 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 and/or 1102, as your writing will be held to college-level standards.

General Education and 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.

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 quizzes contained in each module.

- 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 form multiple perspectives, using discipline specific methods, and develop reasoned solutions to problems. Critical thinking is primarily assessed through the two papers: the Creative/Analysis paper, and the Reaction/Research paper.

Gordon Rule/Writing Requirement
Successful completion of the course (a grade of C or higher) also counts toward the State of Florida Writing Requirement (formerly known as the Gordon Rule). 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 both the Creative/Analysis and Reaction/Research papers).

Because this course carries WR credit, **<u>all written work for the course (discussions, group work, and papers) will be evaluated both on content and technical elements</u>**. 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 no matter what discipline a course falls in. Writing is an important form of communication, especially in academia, and even more especially in an online class, so all written work should be at the highest level. The

instructor will provide detailed feedback on all final submissions; the Reaction/Research paper also includes a peer review component, in which you will provide feedback to (and receive feedback from) two of your classmates.

While full instructions on both papers are provided on the course site, here are some common/general requirements:

- Each paper should meet its minimum assigned word count: 750-1000 for the Creative/Analysis paper, and 1250-1500 for the Reaction/Research paper.
- Each paper should be formatted as follows:
    o Double-spaced
    o Standard 12-point font (Times New Roman or Arial)
    o 1" margins on each side
    o 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 both Sakai and Turnitin.com by the deadlines posted on the Due Dates chart at the end of this syllabus (this will also be published on the course site)

Additional details on writing are included in the Course Handbook. **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. The course site includes links to common mechanical errors and further online resources.

Textbooks

RECOMMENDED: A current edition of a writing style manual (MLA, APA, Chicago). While the field of musicology adheres to the Chicago Manual of Style, students may choose whichever style manual is recommended by their major discipline. As one of the paper assignments requires research, students not located on the UF campus must have access to a library with the scholarly resources needed to complete work on the Reaction/Research paper.

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.

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

Evaluation

The grades for this course will be based on a 500-point system, in the following manner:

220 points = twelve quizzes (20 points each), one per movement, with the lowest grade to be dropped (for a total of eleven quizzes counting toward the final grade).

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

140 points = 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 points); your review of two peers' papers (30 points); and a final draft of your peer-reviewed paper (100 points).

70 points = participation in five online discussions. The first discussion is a short musical autobiography (10 points). The remaining four discussions are interactive: Each student in the group makes an original post (9 points), followed by responses to at least two other students' posts (6 points). A grading rubric will be provided.

10 points = Course Policies/Syllabus quiz

Final grades will be calculated according to the point system below and are not negotiable. If you "need an A," plan to log in regularly, study, listen to the music, meet deadlines, and be honest. You are responsible for keeping track of your progress throughout the semester – the Gradebook in Sakai will always show your current grade. If you are doing poorly near the withdrawal deadline, please feel free to discuss your progress with me. 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 (corresponding grade points are listed in parentheses, consistent with the university grading regulations outlined at https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx):

470-500 points = A (4.00)
450-469 points = A- (3.67)
435-449 points = B+ (3.33)
420-434 points = B (3.00)
400-419 points = B- (2.67)
385-399 points = C+ (2.33)
370-384 points = C (2.00)
350-369 points = C- (1.67)
335-349 points = D+ (1.33)
320-334 points = D (1.00)
300-319 points = D- (0.67)
 0-299 points = E (0)

PLEASE NOTE: If you perceive a grading error, you must address the issue within 72 hours of the grade posting, otherwise the grade is final and will not be discussed further. Specific grade questions and concerns will only be discussed with the student. Due to the 1974 Family Educational Rights and Privacy Act, I 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 listed in the *Due Dates* PDF posted in multiple locations within Sakai. The nature of the course format is such that it will not be possible to submit assignments or take quizzes after the closing deadline. In the event that late assignments are accepted/permitted, 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 LSS website (http://lss.at.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*.

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.**

By registering for classes, you have agreed to abide by the UF Honor Code, which reads, in part: "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 full text of the Student Honor Code is available through the Dean of Students Office website, http://www.dso.ufl.edu/judicial/honorcode.php.)

Accommodations

Students requesting classroom accommodations must first register with the Disability Resource Center (0001 Reid Hall; 352.392.8565; 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 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.