

CORE 160: INTRODUCTION TO THE ARTS, MUSIC SUBSECTION

Fall 2021

Instructor: Prof. Tim Van Voorst, Assistant Adjunct Professor of Music

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Office Hours: email is best; phone calls or Zoom calls by appointment are also an option

Course Objectives:

Together, we will:

- 1) Describe the historical and cultural contexts of Western music from the Middle Ages through present day with insights into the roles and effects of music in human culture.
- 2) Analyze various genres of that music and identify structural elements.
- 3) Discern and critique aesthetic and stylistic aspects of that music in the light of Christian faith and revelation.
- 4) Acquire skills in analyzing, evaluating, and interpreting that music.

Texts:

Kerman/Tomlinson, *Listen*, 9th ed. [Ebook – see course Canvas page for instructions]
DeMol, *Sound Stewardship*, 2nd ed.

Grading Scheme/Assessment Tools:

60% - Reading and Listening Quizzes

20% - Online Discussions/Responses

20% - Final Exam

****Please Note:** Your final grade for the music subsection will count as 45% of your total grade for CORE 160.

Late Work:

In order to be considered for full credit, work must be completed and available by the due date and time listed in Canvas, and all work is due by 11:59pm Central Time in order to be considered for full credit. I will accept work for 48 hours after the due date (this work will be considered “late” and graded out of a maximum of 85%). After 48 hours, late assignments will be given a “0.” If you have concerns about your ability to meet the learning goals by the deadline for a particular module, please contact me to discuss alternate arrangements.

Course Outline:

Module 1 – August 24-30 – Introductions and the Language of Music

Module 2 – August 31- Sept. 13 – Early Music, Baroque, & Classical; What is “Christian Music”?

Module 3 – September 14-27 – Romanticism; The Question of Musical Meaning

Module 4 – September 28-October 12 – Modernism, Jazz, & Beyond; Musical Evaluation

Academic Integrity:

Dordt University is committed to developing a community of Christian scholars where all members accept the responsibility of practicing personal and academic integrity in obedience to biblical teaching. For students, this means not lying, cheating, or stealing others’ work to gain academic advantage; it also means opposing academic dishonesty. Students found to be academically dishonest will receive academic sanctions from their professor (from a failing grade on the particular academic task to a failing grade in the course) and will be reported to the Student Life Committee for possible institutional sanctions (from a warning to dismissal from the college). Appeals in such matters will be handled by the student disciplinary process. For more information, see the [Student Handbook](#).

Students' Rights to Accommodations:

Students' Rights to Accommodations: Dordt University is committed to providing reasonable accommodations for students with documented qualifying disabilities in accordance with federal laws and university policy. Any student who needs access to accommodations based on the impact of a documented disability should contact the Coordinator of Services for Students with Disabilities (CSSD): Sharon Rosenboom, Academic Enrichment Center, Office: L168, (712) 722-6490, Email: Sharon.Rosenboom@dordt.edu.

CORE 160: INTRO TO THE ARTS (ONLINE)

Theatre Subsection

COURSE SYLLABUS:

Instructor: JoBeth

NicklasPhone:

573-216-8645

Email: jo.nicklas@dordt.edu (best form of communication)

Virtual Office Hours: By appointment through phone calls or zoom

Core 160 Course Description:

Core 160 combines an intensive introduction to two art forms with opportunities to view/experience the arts; it does so in order to explore the role of the arts in culture for Christians. In this online version of the course, students participate in two four-module sub-courses.

Course Learning Goals:

Students will

- Experience rich and varied examples of each art form;
- Discover the structural components of each art form studied, exploring how these aspects work together to create a response;
- Engage the arts with growing Christian discernment, learning when to affirm and when to critique contemporary arts and culture
- Increase their understanding of how arts contribute contemporary culture and thus to our lives

Required Texts:

Each sub course has its own required texts. Here are the ones required for the theatre course:

- *Tartuffe*, by Moliere (can purchase script, find anthology, locate online)
- *A Doll's House*, by Henrik Ibsen, translated by Simon Stephens **ISBN-10: 1472526414**
- *The Whipping Man*, by Matthew Lopez

****In addition to these required texts, there are various readings posted on Canvas.****

Grading System:

A = 96-100%

A- = 92-95 %

B+ = 89-91%

B = 86-88 %

B- = 83-85%

C+ = 80-82%	C = 77-79%	C- = 74-76%	
D+ = 71-73%	D = 68-70%	D- = 65-67%	F = below 65%

Grades for the overall course (and individual sub-courses) will be kept on Canvas

Arts Event Assignment:

Students must be able to attend/view four arts events over the course of the semester. One of these arts events **must be a theatre performance**. One other must be a music event as stipulated in the music subsection. These two events will be documented by the students in the particular ways listed on Canvas.

The other two events may be from any number of types of arts events. See Canvas for a description of acceptable events. Take a Selfie at each of these events or in front of your computer screen with the even showing in the background (do not do this during actual live performances!!!!) and write a brief (six to ten sentence) reflection stating what you experienced – reflect on what it made you think and/or feel. If you choose to view visual art, a sketch of one of the art pieces must also be submitted (submit a photograph or a scanned copy of your sketch).

Notice:

If you need academic accommodations or access to accommodations based on the impact of a documented disability, please contact and register with the Coordinator of Services for Students with Disabilities in the Academic Enrichment Center the first week of class. The CSSD is Marliis Van Der Zwaag, L168, (712) 722-6490, marlis.vanderzwaag@dordt.edu.

THEATRE SUB-COURSE INFORMATION

Theatre Sub-course Description:

This course is a brief foray into the theory, history, and practical workings of theatre.

Theatre Learning Objectives:

Students will

- Gain appreciation for theatrical performance and dramatic literature
- Recognize contrasting styles of genres in theatre
- Understand the basic components of theatre

- Develop and articulate a Christian perspective on theatre
- Acquire skills in analyzing, evaluating, and interpreting dramatic scripts and theatrical productions.

Communication:

Please make use of the various communication tools available. If you don't need an immediate response, email is probably the best option. I check often throughout the day. If you need an immediate response, feel free to call me on my cell phone, but please only do this between 9 and 5 Monday through Friday. (573-216-8645), or text me. You can also arrange a zoom meeting with me by appointment.

How This Sub-course Is Organized:

This course is an example of a **group-paced, asynchronous course**. This sub-course is organized into units of instruction called *modules*. It is expected that you will complete your work for a module before moving to the next module. Within each module you may work at your own pace but all assignments for a new module will open and close at the same time. Part of the reasoning is that we want to build a sense of community, which will involve engaging with the content, the instructor, and with each other. We will all need to read each other's work, give feedback on projects, encourage one another, and have dialogue in online discussions. This won't happen if we are all doing individual things in different modules.

Course Schedule:

- Module 1 – October 15-26 – Introduction; what Theatre Is, Its Worth, and Its Beginnings
- Module 2 – October 27-November 9 – A Bit of History: The Middle Ages, Neoclassicism, and Shakespeare
- Module 3 – November 10-23 – A Bit More Current: Realism, Avant Guard, Contemporary Theatre, and the Musical
- Module 4 – November 29-December 10 – The Final Bow: Theatre Directing and Design, the Christian Viewpoint, Project, Final Exam

Hardware and Software Requirements:

For this course to work effectively you will need a high-speed internet connection in order to be able to view online videos and upload your content. You will also need the following:

Hardware:

- Webcam (the one built-in on your laptop works great)
- Microphone (the one built-in on your laptop will work just fine, but you may consider getting a headset microphone for better sound quality)

Software: (You likely already have most of these installed on your computer.)

- Microsoft Office
- A pdf reader, such as Adobe Reader (Free download at <http://get.adobe.com/reader/>)
- Internet Explorer or other browser (I prefer Chrome, myself...)
- VLC Media Player – a free media player that will play just about anything
- Several other online tools will be used, but these do not have to be downloaded or installed

Course Procedures and Policies:

Your personal perspective, insight, and understanding are important, and sharing these helps all of us reflect and learn on a more practical level. You'll demonstrate your engagement in the course through your participation in online discussions, your responses to readings, sharing your creations, and your exchange with other students through various venues.

Canvas:

Canvas will be used extensively in this course. Here you will find the syllabus, introductory videos, learning guides, online discussions, links to web resources, technology tutorials, course announcements,

Learning Guides:

For each module, you will find a video introduction and a learning guide for the work in that module. Check these first! The video introduction is intended to provide an overview of the work for the module and the intended learning activities in which we will be engaged. The learning guide clearly lays out the due dates for the module's work, the resources you need, the learning objectives for the module, what you are expected to do for that particular module, and how you will be evaluated.

Reading:

The reading assignments have been specially selected, so you should carefully read everything that is assigned. My intent is to engage you in informed written conversation about the reading, which you can do in the online discussions or in other written formats. We may also take quizzes on some of our readings. You may take each quiz as many times as you would like.

Writing:

Much of the communication in an online course happens through writing; it's very important to communicate your ideas thoughtfully and clearly. Because of this, all written work intended to be read by me or other students should be college-level academic writing. To ensure that your ideas are communicated clearly and credibly, your organization of ideas, support for arguments, sentence structure, grammar, mechanics, usage, vocabulary, and referencing are important. Your online discussions may be written in a more informal *style*, and your personal voice is encouraged, but high quality writing is still expected, even online.

How and When to Contact Me:

During the run of this sub-section of the course, I will plan to check into the course and respond to your email each day, from about 9:00 AM – 5:00 PM, Monday through Friday. I will also be likely to check in many evenings and at least a few times over the weekend, but please don't expect me to automatically be available over the weekend. My goal is to always respond within 24 hours, if at all possible. You can always post a question to The Green Room discussion forum (located at the top of our course page in Canvas), and everyone is welcome to chime in there. Incidentally, it is called THE GREEN ROOM, because a green room is also a place where actors wait to go onstage!

If it is more urgent or you need a faster

response, feel free to call or text me (cell: 573-216-8645). If it's not urgent but you would rather not post to The Green Room, then send me an email.

Time Commitment:

The expected time commitment for this course is approximately 20-22 hours a week.

Timely Completion of Work:

In order to be considered for full credit, work must be completed and available by the due date and time listed in Canvas. Based on feedback from previous summer's online students, I will be opening up access to all the modules for the theatre subsection from the very beginning. I do reserve the right to make changes to future assignments or readings as we move through the course. I want you to be able to do readings, watch videos, etc ahead of time if you need to. **However, I will typically have assignments open for the current module (and the next module).** This is in order for us to work in a "paced" way through the course. All work is due by 11:59pm Central Time in order to be considered for full credit. If you are not in Central Time this summer – please take note of when your work is due and plan accordingly. I will accept work for 48 hours after the due date (this work will be considered "late" and graded out of a maximum of 85%). After 48 hours, I will no longer accept the assignment and it will be given a "0." If you have concerns about your ability to meet the learning goals by the deadline for a particular module, please contact me to discuss alternate arrangements.

Withdrawing:

You must withdraw officially from the course if you wish to drop it. A timeline for withdrawal from courses is published by the registrar's office.

Academic Honesty:

Plagiarism, cheating, or other forms of academic dishonesty will not be tolerated and may likely result in failing the course. Work completed in another course should not be used for this course unless you clear it with me first. See the Student Handbook for a full discussion of this policy.

If You Have Technical Problems:

If you have a course-related problem or a problem with a cloud tool feel free to contact me, the course facilitator. If you have a problem with your computer, your webcam, microphone, the network, getting into your course, or installing software (VLC, Acrobat, etc.), you can contact the Computer Services Help Desk: helpdesk@dordt.edu.

Course Assignments:***Participation:***

Obviously, participation in an online class looks different than in a F2F class. Participation for the purposes of the theatre subsection means that you will:

- be present online every day (checking assignments, watching videos, and responding) in an engaged way

- complete assignments on time
- respond to peer's work as assigned
- ask questions (either in written form or via phone)

Daily Assignments (following are some examples of daily assignments):

Quizzes:

Quizzes for some of the readings will be available on Canvas. Most of the questions are multiple choice. You may take each quiz as many times as you would like. Quizzes will close at midnight Central time and will no longer be available.

Pithy Paragraph Responses:

A Pithy Paragraph is an informal writing assignment which asks you to reflect on a reading. For each reading as noted on the schedule, whether it is an article or a play, you are asked to write a paragraph response. I define a paragraph as **at least 250 words**. These responses will inform our class discussions.

Notice, I use the word "pithy." That means I don't want or need you to write me a book (although you might have a particularly strong response to a reading that turns out to be a bit longer). The intent of the assignment is to help you pull the key ideas out of the reading and write them down. We will use these Pithy Paragraphs in various ways during our sub-course. They'll also be helpful as you study for the exam.

Mini-Playwriting:

In response to several of the plays that we read, I'll ask you to put on your "playwright's" hat and rewrite a scene (or add a scene). This assignment will require that you have read the assigned play. You will be graded on effort and not on what a fabulous (or not-so fabulous) playwright you are. I'll include more specifics in the assignment prompt on Canvas.

VoiceThread Responses:

At least one of our online discussions will occur in VoiceThread instead of a discussion forum. VoiceThread allows posting of various media on which you can comment, also using various media.

Padlet Responses:

Padlet is like a virtual whiteboard. We'll experiment with using this tool as a way of capturing responses to readings or videos – likely as a way to generate online discussion.

Online Discussions:

For some modules you will have opportunity to participate in the online discussions on Canvas. First read the questions that are posed and then do the reading, watch the video clips, or participate in the online activities that the questions would require. Then write your thoughtful responses to the questions.

Performance Project:

For the final project for this subsection, you will video record yourself performing a children's book and upload the video to YouTube. You'll receive feedback from a peer and your instructor. More details about this assignment will be posted on Canvas.

Play Response Paper:

Each student is required to view at least one live professional, collegiate, or community theatre production. It must be approved by the instructor in advance. The response/critique will be 400 to 500 words and focus on the quality of the presentation and its vitality as a piece of theatre. Students may submit this assignment to the instructor any time before the due date noted in Canvas. The assignment will require initiative on the part of the student to find and attend such an event. Look ahead right away and find a production that you would like to attend. More details (as well as grading criteria) will be posted on Canvas.

Exam:

Any assigned reading material, lecture notes, and discussion material will appear on the exam. The format will be objective, short answer, and both short and long essays. A review sheet will be posted on Canvas.

Grading System:

This theatre sub-course comprises 45% of your Core 160 grade.

Grading percentage breakdown for this subsection only:

Task

Class Participation	15%
Daily Assignments	40%
Performance Project	10%
Play Response	15%
Final Exam	20%