



**MU100-Music Appreciation Syllabus**  
**Music Department**

Course Information:

MU100  
3 credit hours  
Online

Music Appreciation  
Fall 2021  
Online

Instructor Information:

Larry Brownlee  
Wilson Hall 101  
620-204-1155  
Larry.brownlee@sterling.edu  
Preferred Method of Communication: email  
Office Hours: 8-9 am and 2-3 pm every day.

<u>Office Hours</u>	
Monday	8-9 and 2-3
Tuesday	8-9 and 2-3
Wednesday	8-9 and 2-3
Thursday	8-9 and 2-3
Friday	8-9 and 2-3

Textbook Information: There is no textbook required for this class. Everything will be provided through canvas.

**COURSE DESCRIPTION**

The course is designed for non-music major students and stresses awareness of musical elements as an aid to perceptive listening. Western art music from the Middle Ages through modern periods is the prime vehicle of study. Study also includes ethnic music of many cultures. Origins, relationships to other art forms, and interdisciplinary relationships are also explored.

**PERFORMANCE OUTCOMES**

<b>Course Objective</b>	<b>KNW, SKL, or VAL</b>	<b>Activities</b>	<b>Assessments</b>
To develop an understanding of the basic fundamentals of music	KNW; SKL	Chapter readings Listening Discussions Concert viewing	Listening Quizzes Tests Composer Project Concert Reviews
To acquire an historical perspective of the music in Western Civilization	KNW; SKL	Chapter readings Listening Discussions Concert viewing	Listening Quizzes Tests Composer Project Concert Reviews

<b>Course Objective</b>	<b>KNW, SKL, or VAL</b>	<b>Activities</b>	<b>Assessments</b>
To develop a broader appreciation for different styles of music through active listening	KNW; SKL; VAL	Listening Discussions Concert viewing	Listening Quizzes Composer Project Concert Reviews
To develop the ability to analyze a performance of music using musical terminology	KNW; SKL	Chapter readings Listening Discussions Concert viewing	Tests Composer Project Concert Reviews
To reflect on the value of music as a form of communication	KNW; VAL	Chapter readings Listening Discussions Concert viewing	Composer Project Concert Reviews
To become acquainted with the music of other cultures	KNW	Chapter readings Listening Discussions Concert viewing	Listening Quizzes Tests Composer Project Concert Reviews

### **GRADING POLICY/ASSESSMENT METHODS**

Grades will be based on discussion forums, quizzes, concert reports and final examination.

<b><u>Letter Grade</u></b>	<b><u>Percentage Range</u></b>
<u>A</u>	<u>93% - 100%</u>
<u>A-</u>	<u>90% - 92.9%</u>
<u>B+</u>	<u>87% - 89.9%</u>
<u>B</u>	<u>83% - 86.9%</u>
<u>B-</u>	<u>80% - 82.9%</u>
<u>C+</u>	<u>77% - 79.9%</u>
<u>C</u>	<u>73% - 76.9%</u>
<u>C-</u>	<u>70% - 72.9%</u>
<u>D+</u>	<u>67% - 69.9%</u>
<u>D</u>	<u>63% - 66.9%</u>
<u>D-</u>	<u>60% - 62.9%</u>
<u>F</u>	<u>0.00% - 59.9%</u>

### **CLASSROOM BEHAVIOR POLICIES**

The online learning environment includes technology, information, and people. Students should demonstrate professionalism and integrity in regard to all components of the learning environment.

#### **Treating Other Students with Respect**

Students should avoid inflammatory or offensive comments—which undermine the objective of a positive learning experience—in communicating with their peers. Most students want to get the most from their online course, which means that they expect their peers' cooperation on collaborative assignments and thoughtful participation in discussion forums.

#### **Treating Instructors with Respect**

Students can show respect to instructors by reading all announcements in a timely manner, communicating in a timely fashion about problems (technological or other) that will cause work to be turned in late, and following directions.

### **Respect for All Parties Who Collaborate with the Institution to Create Learning Experiences**

Service, observation, and clinical practice are important components of Sterling College Online programs. The organizations and employers who cooperate with Sterling College to help students succeed do so out of kindness and social responsibility; they are not *required* to participate in Sterling College Online learning experiences. Sterling College values the cooperation of all parties who help students learn and grow by providing observatory and hands-on experience. Students should likewise respect the contributions of such parties.

### **Respecting Laws Regarding Technology and Information**

Students may not use or reproduce any technology or course component for financial purposes or for the purpose of defaming the institution or individuals. Online learners should use technology for the sole purpose of learning and sharing course-related information with others in the learning community.

### **ATTENDANCE POLICIES**

Weekly participation is recorded in the "Attendance" section of the course.

Weekly student participation is fulfilled by one or more of the following criteria:

- discussion board participation
- strong participation in the form of assignment submissions other than basic logins/views such as assignment submissions

Please note: any student not participating regularly may be administratively withdrawn from the course.

### **LATE WORK**

In cases of sickness or unavoidable absence, late work will be accepted only if the instructor has been informed prior to the student's absence. Otherwise, assignments are due on assigned date for full credit. Unexcused late assignments will be accepted with a 10% reduction in score for each calendar date that they are late.

### **SPECIFIC EXPECTATIONS**

Discussion: There will be discussion forums for every lesson. Students are required to make an initial post for each discussion question and reply to the specified number of other posts.

Tests: Tests will be given at the end of each unit over assigned materials---including listening questions.

Readings: Links to reading assignments will be listed in each lesson.

Listening: There will be listening exercises in most lessons. You will need to listen to these to be able to pass your tests.

**Concert Attendance and Reviews (homework):** Watch two concerts and complete a brief paper (approximately two pages) for each concert. Specific concert will be assigned.. These reviews will be turned in periodically throughout the course (see “A Sample Report,” included in this syllabus). Be honest in your evaluations. A mixed or unfavorable review, if well-written, receives full credit. **Required format: single-sided, double-spaced, 12 pt. font.**

### **COMMUNICATION**

Email will be the primary source of communication for this class. Check your email on a regular basis. Communication for this class will have MU100 in the subject. You are responsible for all information sent out via email. You may also communicate with the instructor with text or phone.

### **CONTINUING COVID-19 CLASSROOM STATEMENT**

During these unprecedented times Sterling College is taking every step possible to keep everyone safe and learning in the classroom. It is expected that all students will comply with campus policies and instructions from their professors so we can safely have face-to-face instruction. Failure to do so will result in you being asked to leave the classroom for everyone’s safety.

In the event of a quarantine, virtual attendance is required unless other arrangements have been made with your professor. At such time, a detailed plan regarding logging in, assignment completion, etc., shall be determined on a case-by-case basis. Please be aware that in the event of a student illness or quarantine, you must be in contact with your professor, as symptoms allow. Like other absences, it is your responsibility to communicate with your professor and make up missed coursework.

### **COURSE OUTLINE/DAILY SCHEDULE**

<b>Week</b>	<b>Activities</b>
<b>1 8/22</b>	<ul style="list-style-type: none"> <li>• Discussion</li> </ul>
<b>2 8/29</b>	<ul style="list-style-type: none"> <li>• Reading and Listening: Elements of Music</li> <li>• Discussion</li> <li>• Test</li> </ul>
<b>3 9/5</b>	<ul style="list-style-type: none"> <li>• Reading and Listening: Musical Instruments</li> <li>• Discussion</li> <li>• Test</li> </ul>
<b>4-5 9/12</b>	<ul style="list-style-type: none"> <li>• Reading and Listening: Middle Ages/Renaissance</li> <li>• Discussion</li> <li>• Test</li> </ul>
<b>6-7 9/26</b>	<ul style="list-style-type: none"> <li>• Reading and Listening: Baroque</li> <li>• Discussion</li> <li>• Test</li> </ul>
<b>8-9 10/10</b>	<ul style="list-style-type: none"> <li>• Reading and Listening: Classical</li> <li>• Discussion</li> <li>• Test</li> </ul>
<b>10-11</b>	<ul style="list-style-type: none"> <li>• Reading and Listening: Romantic</li> </ul>

10/24	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Concert Review</li> <li>• Test</li> </ul>
12-13 11/7	<ul style="list-style-type: none"> <li>• Reading and Listening: 20<sup>th</sup> Century</li> <li>• Discussion</li> <li>• Test</li> </ul>
15 12/5	<ul style="list-style-type: none"> <li>• Final</li> <li>• Concert Review</li> </ul>

### **ACADEMIC INTEGRITY**

Sterling College faculty and students form an academic community committed to the Biblical principles of justice and honesty and to the core values of faith, calling, learning, integrity, service and community. With this in mind, the policy in the current Academic Catalog will be followed for this class.

### **FINAL EXAM POLICY**

The final exam is the last meeting for all classes. Instructors are not permitted to change times for class or individual examinations. Any student who has four exams in one day may request permission from the Academic Dean to reschedule one test. Students should make travel arrangements for the end of term that will permit taking of all examinations as scheduled. For more information visit: <https://www.sterling.edu/academics/course-finals-schedule>.

### **ACADEMIC SUPPORT OFFICE**

The Academic Support Office strives to challenge students who come from all types of academic journeys through academic mentoring with directors and SC peers. Mentoring topics include time management, study skills, testing anxiety, and more. Students struggling with certain subjects may find aid through the on-campus tutoring program (scheduled by appointment only) and 24/7 professional help via the online Tutor.com platform accessible through Canvas. The office facilitates CLEP, Accuplacer, and other SC exam proctoring. Students may contact the Academic Support Office at [academicsupport@sterling.edu](mailto:academicsupport@sterling.edu), or call 620-278-4463, to schedule an appointment.

### **STATEMENT OF NONDISCRIMINATION**

Sterling College does not discriminate on the basis of race, color, national origin, sex, disability or age. The policy in the current Academic Catalog will be followed for this class.

### **DISABILITY ACCOMMODATIONS**

Any student with a disability who may need classroom accommodations in this course should contact the Academic Support Office, located in Mabee Library. Students may email [academicsupport@sterling.edu](mailto:academicsupport@sterling.edu), call 620-278-4463, or stop by the office. The office serves students with a wide range of documented physical and learning disabilities.

### **TITLE IX STATEMENT**

Sterling College is committed to providing a learning, working and living environment that promotes personal integrity, civility, and mutual respect in an environment free of sexual misconduct and discrimination. Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national

origin, etc. Harassment is no acceptable. If you or someone you know has been harassed or assaulted, you can find the appropriate resources here:

- Sterling College, Title IX Coordinator Angie Plett, Kelsey Hall #4246, or call 620-204-0025 or email [titleIX@sterling.edu](mailto:titleIX@sterling.edu) <https://www.sterling.edu/title-ix>
- Sterling College, Counseling Services, Lydia Butner, (620) 278-4297
- Sterling College, Chaplain, Paul Brandes, (620) 278-4341
- City of Sterling, Police Department (620) 278-2100
- 24-hour Crisis Hotline (800) 701-3630
- Sexual Assault Victim Advocate, Heather Oden (620) 278-4232
- Rice County Hospital (620) 257-5173
- Title IX Education Brochure [https://www.sterling.edu/sites/default/files/Updated%20Brochure\\_July%2017%2C%202020.pdf](https://www.sterling.edu/sites/default/files/Updated%20Brochure_July%2017%2C%202020.pdf)

## A Sample Report

Below is a concert report written by a college student, which should be helpful as an example of content, vocabulary, and usages.

**Name :** Peggy Skipitaris  
**Course :** Introduction to Music  
**Date :** December 9, 1991  
**Concert :** New York Philharmonic (December 3, 1991)

**Type of concert :** Symphony orchestra

**General reaction :** I was impressed with the construction of the concert hall—Avery Fisher Hall at Lincoln Center—and with its wonderful acoustics. The visual grandeur of the orchestra and the attentiveness of the audience heightened my sense of excitement.

**Composition I liked best :** The piece I enjoyed most was *Till Eulenspiegel's Merry Pranks*, Op. 28, by Richard Strauss, a one-movement work in rondo form, with various tempos. This symphonic poem was written in 1895—during the romantic era, when program music was prominent—and is based on a German folk tale about a famous prankster. Strauss uses the rondo form as a framework for the episodes of Till's adventures: after each prank, Till laughs at his pursuers and saunters off. When he is finally caught and hanged, his last gesture is to thumb his nose at his executioners. Although the piece deals with death, and such unhappy programs are usually in minor, I hear this composition start in minor but end in major. The meter varies, as does the tempo—which is basically very lively but at times becomes moderate, slower, or even faster.

This work can be compared with another one-movement symphonic poem that deals with the death of its protagonists: Tchaikovsky's *Romeo and Juliet*. Tchaikovsky chose sonata (rather than rondo) form; his composition is in minor, the meter is duple, and—as in *Till Eulenspiegel*—the tempo varies. The basic mood of the two works differs significantly: in *Romeo and Juliet*, it is love—rather than mischief—that triumphs over death.

Strauss introduces his hero with a lyrical opening theme (the horn). But the second theme reflects agility, deviltry, energy, and unpredictability. Both themes return often as we hear Till get into and out of "hide and seek" and "catch me if you can" situations. The ending is a grander, more exciting version of Till's first theme. Throughout, Strauss conveys the story and mood by contrasting solo and orchestral passages. The funeral after Till's hanging is interrupted several times by Till's horn theme, suggesting his refusal to die.

In *Romeo and Juliet*, the slow introduction is a hymn-like melody (Friar Lawrence's theme) which leads to a violent, fast theme that identifies the warring families; Romeo and Juliet themselves are identified by a lovers' theme.

In both works, funeral music indicates death. Tchaikovsky used Romeo's theme as a dirge but follows it by the gentle lovers' theme which implies that these lovers will be reunited in death. Strauss, on the other hand, concludes *Till Eulenspiegel* with Till's nose-thumbing theme. Till's spirit—like Romeo's and Juliet's—lives on, but it is obviously a very different kind of spirit.

Listening to *Romeo and Juliet* brought me close to tears, while *Till Eulenspiegel* brought a smile to my lips.

**Performance of this work :** Wonderful! I was glad that *Till Eulenspiegel* was the final work on the program, as it left me in

a very uplifted mood. I marveled at the fact that, through his music, Strauss enabled me to see the actions described in the program.

**Overall performance** : Totally professional in every respect.