

# MUS-180 – Music Appreciation: Our World Course Syllabus

## Course Code:

MUS-180

## Course Title:

Music Appreciation: Our World

## Course Description:

In this course; students will connect the world's musical creativity to the world's diverse cultures; assets; histories and values. Through these topics; students will have the opportunity to increase their global competency; life skills and appreciation for diversity; equity; justice and inclusion (DEJI); which are key components of a balanced liberal arts education. The stories behind the music and the connection of the music to cultures and histories will encourage students to increase their awareness of creativity; artistry; critical thinking and socio-cultural histories and assets; as may best enhance their lives and careers. The title of this course was previously Music Appreciation: Our Musical World.

## Prerequisites:

Academic Reading and Writing Levels of 6

## Outcomes and Objectives:

[Please refer to the MUS-180 Master Syllabus](#)

## Required Text:

Please confirm edition with [WCC Website](#) or go to the WCC Bookstore and use the Find the Course Materials feature to view the required and recommended course materials: <https://washtenaw.bncollege.com/course-material/course-finder>.

**“OUR MUSICAL WORLD”** e-Book Access Code – ALL eBooks are on Blackboard (eBook Modules –left menu). This code pays the royalties for all music, videos, pictures, in the course. Release is granted by entering the Student Access Code available at:

- Barnes and Nobles WCC Campus Bookstore or
- online at: <http://www.visionsandvibrations.com> (Products & Services > VVI Access Codes (scroll to bottom of page) Note: for Online purchase, there is a 6-12 hr. delay from time order to your receipt of code by email, RE: non-profit publisher must receive Paypal verification].

Costs: Bookstore (\$58-ish.) Online: (\$39.)

## Course Overview and Structure:

To be successful: meet the due dates on the Activity Schedule (Blackboard left side menu), expect to spend 4 to 6 hours per week (National College/University standard = 8-10 hrs.) for a 3-credit College or University transfer course.

Note: “Best practices” for succeeding in Online classes – schedule a regular block of time for work EARLY in the week, as if you were attending a class or going to a

job. Also: Stay in regular contact with your instructor, especially if you start to get behind. Ask for help early and often if needed.

### **Expectations and Availability of Instructor:**

I will usually respond to **all** messages within 6 - 24 hours, though often much earlier. You should make a habit of both sharing any concerns you have and checking your Blackboard instructions or **WCC email messages** (WCC account) daily. Make sure as well, if you need extensions for any given assignment that you contact me as soon as you know so I can assist you.

### **Communication & Class Success Guidelines:**

#### **General Communication Guidelines**

- Please consider difficulties, challenges, and mistakes as essential to growth. If you don't at times struggle, you are not likely learning much. However, communicate concerns as soon as they arise. Procrastination and "holding things in" can be a real problem in online learning;
- Please be courteous and professional in your communications. This includes meeting all commitments we make to the instructor or other students;
- For all written work, try to include at least two support citations from the ePub or video to show you actually "heard" what the musicians or cultures were saying;

#### **Individual and Group Communication**

- In cases where multiple students have the same question or issue I may post an announcement rather than responding individually;
- When you work with a group, consider **carefully** your work schedules, other commitments, and promise only what you **know** you can honor.

#### **Email Communication**

- Please send emails from your WCC account in compliance with [federal privacy regulations](#).
- Provide a clear subject line that includes the course section and the problem: EX: MUS 180 DL – Out of Town until Monday. Always include your first and last name and class/section in the email message and write as though this were a professional communication (just to practice).

#### **Strategies for Success**

- Check your Activity Schedule and due dates **BEFORE** the week's assignments: the instructor will send an announcement by the beginning of every week (to go over the week's work), but you are welcome to look at the week's work or even work ahead. Important: **READ** these **WEEKLY** announcements [RE: they summarize the Activity Schedule steps for the week]. Note: make sure to use the activity schedule on Blackboard – RE: the instructor may make updates to assignments or schedules as needed to accommodate life.
- Begin assignments early in the week! Try very hard not to wait until the final day of the week! Statistically, students who do their work in the first 3-4 days of the week have a much higher success rate and grade average. Early

completion gives you time to ask questions or troubleshoot any technical issues.

- Remember: the internet will go down – Blackboard will get "funky," and "life-stuff" will happen...but if you've completed your work, it won't matter and you won't miss a deadline.
- Contact me immediately if you have any questions, concerns, or conflicts that may interfere with your academic success. It's my job to help you succeed! You may also schedule an office hour or a "Zoom" to personally discuss concerns when needed. Let me help you, it's my gig!

## Complete Semester Assignments & Grading:

### *Weekly Participation:*

- You will have certain assignments to complete each week. If you complete all the week's work by DUE Dates/times of each week, you will receive full participation credit. If you miss assignments or are late, I may deduct points. These are FREE points, so just stay up on your work! **RE: #1** cause of OnLine course incompleteness: **procrastination** (not "ritualizing" regular time for OnLine work).
- **Week One: Personal Introduction (Discussion Board)** – gives us more info about YOU! To post: go to Discussion Board > Personal Introductions. Make sure to say things that will help us understand and respect your unique experiences and potentials and **embed a photo** so we get to meet you "semi"-in-person (Practice: using the Blackboard Discussion Board "embed image" tool [photo icon>locate picture>submit/attach]).

### *General Rhythm of the CLASS work per week*

The general rhythm of the class for the first (approx.) eight weeks and five e-Units is as follows:

- A) **Read/Listen & Inform – Take Quizzes:** read & view general Materials (including videos) in **Learning Units – Lesson 1**, Read your e-Unit (3-5 hrs) – and take your Unit Quiz (saving your essays for re-takes or possible completion of an article later);
- B) Create/Expand & Reflect or make something "Creatively" 'new': complete a creative project based on the Unit Learning Units – Lesson 2 – Post a Discussion Board report or project, and review at least two of your fellow student's works. (Time needed varies based on your interest and passion for the topic) Note: UNIT's 3 & 4 combine Quizzes and lighter activities.

### *Procedures:*

- Read each Blackboard Learning Unit – (Lesson One) for overview and instructions.
  - Alternative: read and follow activity Schedule instructions closely. Then:
  - Read and Listen to the e-Pub Text & Media [eBook Modules / Left side > download and read with ePub reader on Laptop or phone]
- Take Notes as you go: identifying ONE of the Music Videos and ONE module as "essential" to your life/career or interests.
- Complete your Online Quiz for each unit including (Units 1-5): 15 Multiple Choice & THREE Essays one of which will be a post of one of your favorite

pieces of music – making a connection to Unit topics. Again, there are **Five total** Unit Quizzes plus your Preface Quiz and Group Project Quizzes. All Unit Quizzes may be taken up to three times each. Multiple choice questions will change for each re-take, but Essay questions will be the same for each "re-take" (so you may copy and paste them in the appropriate essay fields).

- Keys to success: Write quality essays (with personal connection, detail & support) & save them: the most important part of each quiz will be your essay questions (4-5 points each) and how you connect them to your life. You **MUST** complete these with personal insights to receive FULL quiz credit. Suggest: copy/save them to an RTF (Rich Text Format) for "re-takes"!

### ***Activities/Discussions & Projects: Learning Units (Lesson 2)***

The following Discussion Boards are Activities, Discussions and Projects in response to each e-Book – Learning Unit, Lesson(s) 2. (see below for exact point assignments)

For each: Reviewing Classmate's Work an additional 5 points will be given for reviewing (minimum two) of your classmate's works. Make sure to find 2-3 specific things to say about their work as a demonstration of your listening abilities (keeping the focus on them).

***Unit 1: Individual Creativity Project*** – this is a "creative composition" [made the week of the assignment] using the problem-solving (music composition) formula. You will use the Discussion Board (Blackboard tools) – to create and post an Online "creative" project using your unique abilities, then: comment on at least two of your classmates projects

### ***Unit 2: Human Universals***

- **FIRST:** Group work – you will select an area of the world or culture topic not covered in the first five e-Units for your final Group Project [Topics: Europe, Jewish & Romani, Africa & Latin America, Asia, & Global Fusion/ Creolization] This selection will determine your **work group** for your **Final Group Project**. You will be encouraged to share information & solve problems, which will lead to your final Group project "Wiki." Sign up points – **5 pts.**
- Editor: Each group will need an editor/facilitator. The editor will be the first person to post the Introduction to the Group's Wiki (end of semester) and will also help coordinate dividing the Final Unit topics amongst the group members and offering encouragement. [Note: editors will be the first to post their WIKI and finish early]
- **SECOND:** in this Unit, you will be asked to review **INTRO material** for your area of the world project, pick a 'Human Universal' (from a Unit 2 list) that you wish to carry throughout the semester in discussing musical cultures, and consider some other media, articles and music related to your choices. Then: combine these ideas into a short essay for your **Unit 2 Discussion Board "Human Universal."** You will be asked to carry over a single universal for a Unit Quiz essay in most subsequent Units.

**Unit 3: Talking Circle** - You will be asked to **complete a “talking circle”** (Native Consultation) with a “group of 3+” of your friends, family, or colleagues etc. using Native American “listening/consultation” rules. Upon completion of your collaboration, you will submit a report of your activity online. **Then:** read and comment on “two” (or more) of your classmates discussions: **10 points & 5 pts for classmate reviews = 15 pts.**

**Unit 4: Race Discussion OR Creative Writing–“Blues or HipHop”** (Discussion Boards 4a or 4b – only ONE required/if both: 2<sup>nd</sup> is extra credit)

- **FIRST (4a):** After reading Unit 4 – you will be encouraged to acquire a balanced vision of American culture and musical history, including both the importance and relevance of racial exchange and racism in the formulation of American music. You will be asked to **discuss two questions:** One – your own experiences and vision of the impact of “race” on you personally. Remember: to read and comment on “two” (or more) of your classmates “creative works” 5 pts.: (10 + 5 pts.) **OR**
- **SECOND (4b):** you will have the opportunity to write your TRUTH – either as your own BLUES verse or your own HIP-HOP verse in response to this Unit. 10 pts. Remember: to read and comment on “two” (or more) of your classmates 5 “creative works”

**Unit 5: Adventure Time!** This Unit Discussion Board offers you the chance to IMMERSE yourself or extend your world in some way. Related to your area of the world (preferably): **Go to a Concert** (some new music), attend a museum, a dance or theater performance, Interview someone from the area, or watch and review a FILM from your Group selected AREA. Goal: immerse yourself in someone else’s culture / whenever possible “interview” or discuss this new culture or experience with someone on the “inside” of that culture. Write a brief description of your experience – and post it for others to read. Remember: to read and comment on your group members posts (those posted by deadline - 5 pts): **25 points** [... if posted on time] **& 5 pts** for classmate reviews = **30 pts.**

**Unit 6: Final GROUP “Create a WIKI” Project:** Having selected an area of the world of your interest, selected a “Human Universal” related to that interest, you will now read and review a PDF, and audio files created for your area, (optionally) attend a “Zoom” [minimum ONE per group], select specific topics of greatest interest (in collaboration with your group), create a “WIKI” (Discussion Board) with your group members to connect the area of the world to “us” and our lives as best you can.

**Unit 7: MUS 180 Course Assessment – NEW Requirement change!** This course has been selected by the Higher Ed. Learning Commission for completion of a General Education Assessment. As soon as you complete your wiki project: Go to: Quizzes > MUS 180 Assessment > and complete the **Five music piece** listening and short essay exam. **NOTE:** This requirement allows this course to transfer virtually anywhere as Arts, Humanities, Liberal Arts, or as Global/Multi-cultural, Diversity, Equity or Inclusion Credit. **NOTE:** ALL other (formerly required) Unit 7 Blogs, articles, or Course Improvement plans are **EXTRA CREDIT**

The final course grade will be determined by the quality of discussion board responses, assignments, quizzes, and participation computed on a straight percentage basis.

### Tracking your Grades

- Scores are posted in Blackboard under ‘My Grades.’ Compare your % to the standard scale below. Also: we have multiple opportunities for extra credit -- since Blackboard excludes "extra credit" points in point totals, I will add these points into a separate column and spread them across your work aka. re-calculate grades at the end of the semester.
- Grading of your work is typically completed within a few days to a week of the assignment due date.
- Keep in mind: At any point of the semester to Check your grade and compare: .94=A, .90=A-, .87=B+, .84=B
- .80=B-, .77=C+, .74=C and compare to your point total. If you don't like your grade, do extra credit work, etc. YOU are in CONTROL of YOUR GRADE!

Graded Items	Points Awarded
Quizzes (6)	170 points
Unit Activities & Discussions (7)	171 points
Participation	35 points

### Best Proven Strategy

- A) For MOST Weeks - Complete your work by Friday / Midnight ...then begin the next week's work over the weekend.
- B) Set aside 1 or 2 blocks of time (Rec: 2-3 hrs.each) as if a “job” or face to face class, to complete work.

### Late Work:

Unfortunately – most assignments are on Blackboard and will have both release and close dates. Unless you have extremely difficult personal circumstances, you should not plan on submitting late work. You must strive to work ahead so that small things (colds, computer problems, power loss, etc.) are powerless to prevent your success. To be clear: School is the training ground for professional careers, we cannot help you achieve your potential and also say – submitting work late, or sloppy, or without effort is OK. That said: IF you run into problems, contact me – and an extension or alternative arrangements can be made.

### Extra Credit

There will be a host of extra credit opportunities for you to extend your learning throughout the semester See: Syllabus, Schedule & Extra Credit Options (Immersion / ExCredit Options). Credit is given on a **1-10 point** basis for each extra credit project based on its “distance” from your world – or degree of immersion (time/distance immersed in new or life-changing event or “world”) and the manner by which you reflect (write) about your experience. Options: Concerts, Museums and events "outside" your prior cultural or musical experiences, OR (see Unit 7) Blogs & articles, posted on the Publishers website (Reader Student Forum). Just remember: ALL extra credit is predicated upon completion of the requirements (or receiving permission based on legitimate life challenges).

- You may not be allowed **extra** credit – if you don't at least attempt the required assignments. You don't "need" to ACE them, get an 'A' etc. --- just do them, and then do whatever other projects or events you find most fascinating.
- Not every culture, music or topic interests every student... that's "ok," just know that we have carefully selected the topics to cover the most important skills requested by employers, social science and global culture experts, so **completing them** – will be fine. If you want more points, do other activities. Contact me if you are uncertain about anything.

### **Minimum Computer Literacy Skills and Technology Requirements**

- You should have a general knowledge of computers, file management skills, word processing skills, and Internet skills.
- Access to Blackboard and reliable internet is essential for the entire course duration. NOTE: if internet access fails during Blackboard quizzes you must re-take. Make sure you take quizzes with reliable internet service to avoid this frustration.
- Course content will be delivered in multiple formats, including but not limited to e-Publication, webpages, word and PDF documents, video, and audio formats. You may need to install the recommended plugin-ins for each type of media.
- You must download an e-Book reader onto your laptop. MAC users may make sure they have the MAVERICK (free) system download and simply open the e-Units (EPUBS) on their desktop using iBooks. PC users may use Google Chrome > Download **Readium** and click the "+" Add books icon (top right) adding one book at a time. Or, you may use any other e-Book reader you find. NOTE: some readers and laptops may not play the videos or there may be a delay before the visual appears (you'll hear audio for a minute or so before the video plays). For all readers, you may also click on the video URL's to view the videos on YouTube.
- You must have at least PowerPoint 2010 or above or a simple video editing software for projects. Contact your instructor if you have any technical problems.

### **Academic Integrity:**

Plagiarism and other forms of academic dishonesty will result in discipline according to the [WCC Student Rights & Responsibility guidelines](#). Always complete your own work using your own words. If you do use information, ideas, or words from other sources, credit that source using MLA or APA format.

### **Accommodation of Special Needs:**

[Learning Support Services Department](#) provides support to students who may need accommodation for documented disabilities, or other learning need. WCC will work with you to accommodate any of your individual learning needs, however, I need to know of any requests in advance in order to make the necessary arrangements.

## **WCC Student Policies and Support Information:**

Review the material within the Washtenaw Community College Student Policies and Support Information for additional policies and procedures that affect you and your course. Find this information [on this shared page](#).