

MUS 103 – Listening to the Movies – Fall 2017

Basic Course Information

- This class meets MWF 8:00 – 8:50 AM in Fulkerson Recital Hall. 3 credit hours.
- Movie classics will be viewed and discussed to acquire a comprehensive and practical understanding of the prevailing techniques employed in the art and craft of contemporary film scoring.
- Instructor: Kyle McInnis – Office: 131C in Music A
- Office Phone: 707-826-3180 – Email: kyle.mcinnis@humboldt.edu
- This course fulfills 3 units of the Lower Division Area C University Curricular Requirement.

Course Description

- There are no technical prerequisites for this class. Students are not required to read music, play an instrument or have any previous knowledge of music. This class will not teach you how to score a motion pictures, but will provide a greater understanding of how to listen to a film score by studying a wide range of styles and attitudes used in film music.

Office hours and days

- You can find me in room 131C in Music A from 9 to 10 AM on Mondays, and 11 AM to 12 PM on Tuesdays. If these times will not work with your schedule, I am happy to schedule an appointment with you at another time.

Required Textbook/Course Materials

Required Textbook: (Available at the HSU Bookstore, top floor of the University Center building)

Karlin, Fred – Listening To Movies: The Film lovers Guide to Film Music, Schirmer Books 1994

Articles that will be available on Canvas:

Prendergast, The Aesthetics of Film Music

Copland, The Aims of Film Music

Copland, Tip to Moviegoers: Take off those Ear Muffs

Hickman, Elements of Music

Hershon, Film Composers in the Sonic Wars

Kalinak, John Williams and “The Empire” Strikes Back

Kamien, Musical Style

Spande, The Three Regimes: A Theory of Film Music

Recommended Materials (The film will be on Canvas, the book will be in the library):

The Great Debaters

Denzel Washington (Actor; Director), Forest Whitaker (Actor)

The New Harvard Dictionary of Music, Harvard University Press, Cambridge, Mass, 1986

Call Number: ML100 N485 1986

Student Learning Outcomes

HSU Learning Outcomes

HSU students will have demonstrated:

- Effective communication through written and oral modes.
- Critical and creative thinking skills in acquiring a broad base of knowledge and applying it to complex issues.
- Competence in a major area of study.
- Appreciation for and understanding of an expanded world perspective by engaging respectfully with a diverse range of individuals, communities and viewpoints.

HSU graduates will be prepared to:

- Succeed in their chosen careers.
- Take responsibility for identifying personal goals and practicing lifelong learning.
- Pursue social justice, promote environmental responsibility and improve economic conditions in their workplaces and communities.

Area C – Arts and Humanities Learning outcomes

Upon completion of this course, students shall be able to:

- Apply discipline-specific vocabulary and central discipline-specific concepts and principles to a specific instance, literary work or artistic creation.
- Respond subjectively as well as objectively to aesthetic experiences and will differentiate between emotional and intellectual responses.
- Explain the nature and scope of the perspectives and contributions found in a particular discipline within the Arts and Humanities as related to the human experience, both individually (theirs) and collectively.
- Demonstrate an understanding of the intellectual, imaginative, and cultural elements involved in the creative arts through their (or, 'as a result of their') participation and study of drama, music, studio art and/or creative writing.

MUS 103: Listening to the Movies Learning Outcomes

- Students will demonstrate knowledge of and ability to apply discipline-specific vocabulary. Written, tangible or presentational assignments will demonstrate application of concepts and principles to a specific instance.
- Through written, tangible or presentational assignments, students will demonstrate an integrated response of affective subjectivity and collective standards of judgment in relation to an artistic or humanistic work.
- Through written, tangible or presentational assignments, students will demonstrate their ability to critically evaluate the production of humanistic or artistic works through the lenses of (but not limited to) gender, culture, or ethnicity.
- Students will articulate in written, tangible, or presentational assignments the particular contribution(s) that a discipline within the Arts and Humanities can bring to understanding human experience.
- Students will demonstrate an ability to use musical terms regarding orchestration, timbre, world music, musical styles and genres particularly related to Western Art Music from 1600 to the present as they apply to music in film.
- Students will discuss and present their observations regarding the relation of music to film and the human experience in regards to a number of varied film productions.

Course Schedule

Schedule subject to change, thanks in advance for your flexibility. Any messages from me will be sent to you at the email address used in your Humboldt State profile. (More detail on Quiz content below)

Week 1 – Music Terminology and Music History

<u>8/21</u>	<u>8/23</u>	<u>8/25</u>
Canvas article review #1 <i>Elements of Music, Hickman</i>		Article review #1 DUE

Week 2 - Discussion of the style periods of Western Art Music

<u>8/28</u>	<u>8/30</u>	<u>9/1</u>
		Quiz #1 (Closed note)

Week 3 – Chapter 1: Planning the Score – Read pp. 3-16 before class

<u>9/4</u>	<u>9/6</u>	<u>9/8</u>
Campus CLOSED for Labor Day.		Quiz #2 (Open note)

Week 4 – Chapter 2: Composing the Music – Read pp. 17-41 before class

<u>9/11</u>	<u>9/13</u>	<u>9/15</u>
		Quiz #3 (Open note)

Week 5 – Chapter 2: Composing the Music - Continued

<u>9/18</u>	<u>9/20</u>	<u>9/22</u>
Canvas article review #2 <i>The Aims of Music for Films, Copland</i>		Article review #2 DUE

Week 6 – Chapter 3: Recording and Mixing – Read pp. 42-66 before class

<u>9/25</u>	<u>9/27</u>	<u>9/29</u>
		Quiz #4 (Open note)

Week 7 – Chapter 4: What to Listen For – Read pp. 67-84 before class

<u>10/2</u>	<u>10/4</u>	<u>10/6</u>
		Quiz #5 (Open note)

Week 8 – Chapter 4: What to Listen For - Continued

<u>10/9</u>	<u>10/11</u>	<u>10/13</u>
Canvas article review #3 <i>Choose your own!</i>		Article review #3 DUE

Week 9 – Contemporary Composers

<u>10/16</u>	<u>10/18</u>	<u>10/20</u>
Canvas article review #4 <i>Choose your own!</i>	Assign Take Home Midterm <i>(due 10/27)</i>	Article review #4 DUE

Week 10 – Midterm week!

<u>10/23</u>	<u>10/25</u>	<u>10/27</u>
	Midterm exam! (See p.7 for detail)	Take Home Midterm DUE

Week 11 – Chapter 5: Evaluating a Score – Read pp. 85-91 before class

<u>10/30</u>	<u>11/1</u>	<u>11/3</u>
Discuss group projects, assign groups.		

Week 12 – Chapter 5 cont. and Chapter 6: A Closer look at 8 films – Read pp. 92-145 before class

<u>11/6</u>	<u>11/8</u> Quiz #6 (Open note)	<u>11/10</u> Campus CLOSED for Veteran's Day.
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Week 13 – Group projects (see p. 6 for details)

<u>11/13</u> Group WORK DAY	<u>11/15</u> Groups 1 & 2 present	<u>11/17</u> Groups 3 & 4 present
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THANKSGIVING BREAK 11/20 – 11/24

Week 14 – Group projects - Continued

<u>11/27</u> Groups 5 & 6 present	<u>11/29</u> Groups 7 & 8 present	<u>12/1</u> Group 9 presents, extra time for other groups
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Week 15 – Finals preparation week!

<u>12/4</u> View <u>The Great Debaters</u> , Discuss final term paper.	<u>12/6</u>	<u>12/8</u>
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FINALS WEEK – 12/11 – 12/15

Your final term paper is due between 8:00 – 9:50 AM on Monday, December 11th

Course Policies

Cell phone policy

Use of cell phones is *not allowed* in class under regular circumstances. Please keep your phone on silent or vibrate settings while in the hall. However I understand that important things do come up. If you absolutely must take a call, please step outside the hall.

Laptop policy

Computers *are allowed* in class, but I would prefer to not compete for your attention with a flashing screen. (It's not a fair contest) Do what you must in order to take detailed notes, but if distraction becomes a problem then I will voice my concerns to you in person.

Inclusivity

Students in this class are encouraged to speak up and participate in-class. Each of us must show respect for each other because our class represents a diversity of beliefs, backgrounds, and experiences. I believe that this is what will enrich all of our experiences together. I recognize that our individual differences can deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from our classroom community or if you have a specific need, please speak with me early in the semester so that we can work together to help you become an active and engaged member of our class and community.

Evaluation and Grades

Course Requirements	Percent of Total Grade
Weekly Quizzes	30%
Final Term Paper	25%
Midterm Exam	15%
Group project	10%
Article Reviews	10%
Attendance	10%

Bringing books to class

You are responsible for bringing the text, and pertinent handouts to every class. Please come prepared.

Late work policy

Any missed quizzes or article reviews can be made up within a week after the initial due date. Assignments completed in this time period are subject to a 10% point penalty. Do your best to manage your time well this semester!

Grading Scale

93-100%= A	Superior
90-92%= A-	
87-89%= B+	Excellent, above average
83-86%= B	
80-82%= B-	
77-79%= C+	Average
73-76%= C	
70-72%= C-	
67-69%= D+	Below average
60-66%= D	
0-59% = F	Failing

Attendance (10% of course grade)

You are required to attend all classes. Attendance will be counted as 10% of the final grade. Each unexcused absence will result in the subtraction of 10 points from a possible 100 points for your attendance score. A written doctor's excuse will be required for all excused absences. All other excuses are unacceptable. Tardy arrivals to class will be considered as absences. Tours will be excused if I know about them in advance.

Article Reviews (10% of course grade)

There are a total of FOUR article reviews throughout the course of the semester. (Each are worth 25 points for a possible total of 100) They will typically be assigned on Mondays, and are due on Friday of that week. To complete the assignment, read the article in its entirety, and send me an email with a 2-3 paragraph synopsis and review. Your responses should include these elements:

- I. Did you agree with the article? Why or why not? Use examples from film music to illustrate your point. Give details such as title, composer, the content of the scene and sound of the music.
- II. Discuss how a film composer might respond to the article. Would he or she agree with the approach or approaches to film scoring that the article presents?
- III. Do current film composers already use the approaches discussed in the article? If so, whom?
- IV. In what ways has this article changed your perception of film music?

Minimum of 150 words per review

Weekly Quizzes (30% of course grade)

Take note that quizzes are the heaviest weighted points in your grade. There are a total of SIX quizzes throughout the term, but I will only keep the scores of your best FIVE. In other words, each quiz is worth up to 20 points, and I will drop your lowest score, giving you a total quiz score of X/100.

Quiz content:

#1) Dates and titles (spelled correctly) of the important style periods of western art music and define the first 10 musical terms given in the “Trailer” section of “Elements of Music” article.

#2) Define the second column of terms given in the “Trailer” section of “Elements of music”

#3) Define the third column of terms given in the “Trailer” section of “Elements of Music”

#4) Comprehensive, Chapters 1 & 2

#5) Chapter 3, and the instruments of the Symphonic Orchestra.

#6) Chapters 4 & 5, and be able to define the following terms:

General terms: Staccato, legato, adagio, andante, allegro, canon (or canonic), cantabile, dissonant, consonant.

Dynamic terms: Fortissimo, forte, mezzoforte, mezzopiano, piano, pianissimo, crescendo, decrescendo, diminuendo. (Definitions can be found in [The New Harvard Dictionary of Music](#))

Group Project (10% of course grade)

Groups of five will be randomly selected on 10/30. You have about two weeks to collaborate with your partners *outside of scheduled class time*. There will be **one** in class work day on 11/13. Your group must choose a dramatic film in which the music is scored for a symphonic orchestra to present to the class. The structure of the presentation will be as follows:

Student #1 – Film Background and Synopsis (~5 mins)

This should consist of: List of cast members, director, composer **and his or her approach to the film**, (very important!) a very brief overview of the plot, and a discussion about the musical style and concept for the score.

Student #2 through Student #5 – Presentation of a Scene (~5 mins)

Each other student will present a ~2 minute scored segment of the film, and discuss the following elements prior to viewing the segment: (Main titles or end titles **may not** be used in this presentation)

- Orchestration.
- Musical Theme(s).
- Tempo, rhythm.
- Discuss the reason for why the music is in this scene, and the effect it gives.

Total presentation time: ~25 mins. I will be strict about this, given limited time and many groups.

Midterm Exam (15% of course grade)

Take note that there are **TWO** separate parts to the midterm exam.

1.) Take home portion

This section of the midterm will be assigned on 10/18, and is due by the end of class on 10/27.

View a 20-minute movie segment that uses an original score for symphonic orchestra that sounds for a total of at least 10 of the 20 minutes. The scenes you view cannot be part of the main titles or end titles of the film. That means your *viewing must be from the main body of the film not the very beginning or very end*. I must approve the film that you choose.

For approval: you must email me the title of your film, the name of the composer, and a description of the instruments used. (Must include orchestral instruments.) Also include a rough draft of what you will say about the composer and his/her approach to scoring the film.

The movie should be a drama of your choosing (no comedies, musicals or animated films). Be sure the music used is original, not adapted and utilizes a symphonic orchestra throughout. I will provide a sample paper on Canvas using “The Red Violin” as an example subject. Use this document to guide your formatting and approach to the paper. Be sure the paper is typed, and you used 1.5 or double spacing.

Your paper should include the following:

- Credits and background (include the date the film was made)
- Information and music notes – 125 words minimum – 20 points
- Synopsis - 125 words minimum – 10 points
- Style and concept - 75 words minimum - 10 points
- Spotting (follow format below) - 60 points

TOTAL - 100 points

Your music notes must discuss what the composer was thinking when scoring for the film that you are reviewing. You will need to get this information from an interview or article written specifically about the composer's work on the film. Please do not copy/paste a laundry list of the composer's accomplishments for this section.

In the spotting section, number as shown below, and discuss the following elements for each musical cue.

1. Time the music begins and ends/overall length of the score for that scene.
2. Brief description of what is happening on screen.
3. Identify what themes are used (if any) and how the music is playing the drama. i.e. hitting the action, playing through the action, phrasing the drama.
4. Identify the instruments used. (orchestration)
5. Describe the tempo of the music and how it reflects the drama and/or the editing of the scene. Discuss the reason for the music being there, and what effect it has on the scene.

Lastly, submit the paper on Canvas. (Do not submit files that have been zipped) You will be able to check your paper for plagiarism and fix any problems before submitting the paper.

2.) In class listening exam

This section of the midterm will take place in class on Wednesday, 10/25

Students will identify themes and instruments employed in various segments taken from the movie “The Fellowship of the Ring” scored by Howard Shore. Students will be required to identify themes as well as describe what added dimension and emotion the music is providing to the scene. TOTAL = 100 points

Final Term Paper (25% of course grade)

There is *not* an in-class final for this class. Your final term paper is due between 8-9:50 AM on Monday, December 11. (The scheduled final time for our class)

You will take a closer look at and write about The Great Debaters from 0:00:00 – 1:01:02. This movie is available for viewing on Canvas, in the library, or you may rent it for yourself.

The format for this paper will look very much like your take home midterm paper, but will obviously be more detailed. Your paper should include these topics:

Credits and background information – 125 words minimum – 10 points

This section should put extra emphasis on the composer and what he did to make the music special for this movie. Do not provide a laundry list of the composer's works before and after this movie. You will need to research the movie and find statements made by the composer about the 'how' and 'why' behind the music and present them here.

Synopsis of plot – 125 words minimum – 10 points

Musical style – 75 words minimum– 5 points

Spotting – Discuss every musical cue – 50 points

Follow the format below for each spotting cue.

Title of cue

1. Time the music begins and ends/overall length of the score for that scene.
2. Brief description of what is happening on screen.
3. Identify what themes are used (if any) and how the music is playing the drama.

4. Identify the instruments used (orchestration).
5. Describe the tempo of the music and how it reflects the drama and/or the editing of the scene. Discuss the reason for the music being there and what effect it has on the scene.

Themes – 175 words minimum – 10 points

Discuss all of the themes used in the film. Compare and contrast the musical elements of the themes as well as how they are used in the film. Criticize the themes from a personal point of view. Were they effective for what was being represented in the film? Did they clarify the concept of the film? If yes, describe how this was done. If not, describe why and how it misses the concepts of the film or scenes from the film.

Source music – no minimum – 5 points

List where source music is used in the film, what the title of the piece is and who composed it. Describe how the source music is used in the film and whether it serves to clarify important elements of the story. Discuss all unusual uses of source music. Describe how it is used and why that technique is unusual.

Conclusion – 150 words minimum – 10 points

Evaluate the effectiveness of the score's influence on the film. Discuss specific scenes where the music either worked or did not work. Give reasons for your opinions.

Lastly, submit the paper on Canvas. (Do not submit files that have been zipped) You will be able to check your paper for plagiarism and fix any problems before submitting the paper.

Total minimum words = 650 Total possible points = 100

University Policies

Emergency Procedures

Emergency Procedures

- Review the evacuation plan and emergency procedures for the classroom
- During an emergency, information can be found on campus conditions at 707-826-INFO or the [HSU Emergency website](#).

Academic Honesty

Students are responsible for knowing policy regarding academic honesty. For more information, visit: [Academic Honesty Policy](#) or [HSU Catalog](#)

Students with Disabilities

Persons who wish to request disability-related accommodations should contact me immediately so I can assist you in a timely manner. If you have not yet done so, please request services with the Student Disability Resource Center in the Learning Commons, Lower Library, 826-4678 (voice) or 826-5392 (TDD). Some accommodations may take up to several weeks to arrange. [Student Disability Resource Center](#).

HSU Policy and Procedures for Accommodating Individuals with Disabilities Statement

[Executive Memorandum EM P02-01](#) states:

It is the policy of Humboldt State University to provide equal access and reasonable accommodation for individuals with disabilities to participate in any program, service, or opportunity by the campus, including access to the content and services of the World Wide Web pages authored by the University. Request for accommodation in pursuit of student's academic programs should be made to the [Student Disability Resource Center](#).

Our campus learning management system is Canvas. Here is a link to the [Accessibility within Canvas statement](#).

This course was built with accessibility in mind. However, if you discover something in the course that is not as accessible as it could be, please alert your instructor as soon as possible.

Add/Drop Policy

Sample language

If you do not log in and complete all coursework during the first week, you will be dropped from this course by the instructor. It is essential that you stay on track in an online course so you don't fall behind. Students are responsible for knowing the University policy, procedures, and schedule for dropping or adding classes: [Schedule Adjustments \(Adding or Dropping\)](#)

Attendance and Disruptive Behavior

Students are responsible for knowing policy regarding attendance and disruptive behavior: [Class Attendance and Disruptive Behavior](#).

Email Policy

All HSU students are responsible for checking their HSU email account for official communications. While students may elect to redirect messages sent to their official HSU email address to another address, those who redirect their email to another address do so at their own risk. [HSU Email Policy](#).

Student Support Services

Resources and Options for the HSU Student Community

Find a full list of services for HSU students here:
<http://www2.humboldt.edu/studentaffairs/student-resources>

Learning Center

The HSU Learning Center has a wide range of academic support services. [HSU Learning Center](#)

Writing Studio

The Writing Center offers free peer assistance with writing assignments and standardized writing examination preparation. The Writing Studio's web site can be accessed at [HSU Writing Studio](#)

Improving Study Skills

Find a variety of resources to improve your study skills. [HSU RAMP Academic Resources](#)

Tutoring Services

The Learning Center provides tutorial assistance to students having difficulties in specific Courses. The Tutoring Services web site can be accessed at [HSU Tutorial Services](#)

Advising

The Academic and Career Advising Center supports students' pursuit of educational goals. [HSU Academic & Career Advising Center](#)

Mentoring

Peer academic support through Retention Through Academic Mentoring Program (RAMP) [HSU RAMP Program](#)

Registration

The Office of the Registrar can guide you through all your registration information. [HSU Office of the Registrar](#)

Counseling

The Counseling & Psychological Services Center supports the well being of HSU students. [HSU Counseling & Psychological Services](#)