

HUMBOLDT STATE UNIVERSITY
DEPARTMENT OF MUSIC
SYLLABUS

Introduction to Music MUS 104

Fall Semester 2017 3 credit units

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Office hours:

I will be available for chat, phone, or in person office hours by appointment. I will normally respond to emails within 24 hours, and usually sooner.

Course description:

Introduction to Music introduces the student to the vocabulary, techniques and forms of various musical styles, periods and cultures. Listening skills will be examined and developed. Through lectures, discussion and listening to live and recorded music students will gain greater understanding and enjoyment of music.

This course fulfills lower division area C GE requirements.

Required texts:

The Enjoyment of Music, Twelfth Shorter Edition

Kristine Forney, Andrew Dell'Antonio, and Joseph Machlis

W. W. Norton & Company, Inc.

It is not necessary to have a hard copy of the textbook. A digital copy of the text is included with the "Total Access" website (see below) which is mandatory for this course.

Other necessary materials:

All students **MUST** have access to The Total Access website which is designed to accompany the textbook. This includes an ebook.

Course Requirements

Participation:

Participation in this online course is met by actively participating in Discussions and completing all course Activities. Logging into the course site without active participation will not award credit for participation. To receive credit for this online course, you must participate in the weekly Forum Discussion Topics and complete all other Activities in the weekly "To Do" list by the designated due date.

Writing Assignments:

Students will submit assigned short writing assignments on a nearly weekly basis. These will include listening journals, concert and video reviews and recording comparison exercises. Each assignment should include your personal reactions to the piece of music or performance and should discuss musical elements that you hear based on criterion discussed in class. Specific instructions for each assignment are found with the individual Listening Exercise.

Students will also attend one live concert during the semester and write a concert report. This assignment is located in the Week 15 module, and is due no later the Dec. 8 at 11:59 pm. You are however welcome to complete this assignment at any point in the semester and are highly encouraged to write your review soon after the performance when it is still fresh in your mind.

InQuizitive Activities:

There will be weekly selected mandatory "InQuizitive" activities which will be completed in the Total Access website. You may do the activity until you receive a score with which you are satisfied before submitting your score. In order to receive proper credit you must input the following class code - **34718**. Completion of additional InQuizitive activities is encouraged, but not required.

Exams:

There will be three exams. They are scheduled in Week 4, Week 12, and Week 16 (Finals Week). Exam material will be chosen from the text, listening assignments, class discussion, lectures and supplemental readings.

Exam Due Dates:

Week 4 - September 17

Week 12 - November 12

Week 16 (Finals week) - December 15

Grading:

Participation – 15% of grade

Writing – 30% of grade

InQuizitive – 15% of grade

Exams – 40% of grade

Letter grades will be assigned as follows:

A = 93 – 100% A- = 90 – 92% B+ = 87 – 89% B = 83
– 86%

B- = 80 – 82% C+ = 77 – 79% C = 73 – 76% C- = 70
– 72%

D+ = 67 – 69% D = 60 – 66% F = below 60%

Late and Missed Work

There will be no make-up exams or assignments available except in the most extenuating circumstances. If you miss an exam, or homework/posting due date, a grade of “0” will be recorded without exception. Plan your travel and personal events around your school work, not vice versa.

Minimum Hardware and Software Requirements

The following hardware and software are required to participate in this online course. If you have questions about the technical suitability of your specific hardware and software setup, contact the HSU Help Desk (see How to Get Help: Technical Questions below).

1. Computer. Most late model computers have adequate processing capabilities for online courses.
2. Internet access.
 1. If you plan to connect to the Internet from home, you will need Internet access. High speed Internet access with a cable modem or DSL is recommended. For either connection method, you will need an Internet Service Provider (ISP).
 2. A laptop with wireless capability will provide maximum flexibility for accessing the course when on campus.
 3. If you do not have a computer at home or work but do spend time on campus, you can use any of the computer labs during open hours.

3. Web browser. Free web browsing software can be downloaded from the Internet but is usually already installed on modern computers (Safari on Mac, Internet Explorer on PC).
4. Adobe Reader. Many of the readings for this course are in PDF format. [Adobe Reader \(Links to an external site.\)](#) is free and can be used to view these documents.

This class is taught completely asynchronously online. This means that we will not meet face-to-face in a classroom and we will not always be online at the same time. However, like a face-to-face classroom, there are fixed due dates for assignments each week, and it's important that you keep up with those.

Be Professional, Clear and Respectful. Clear and effective writing translates to clear and effective communication. Writing the way you would speak is a good rule of thumb, use a positive tone and adhere to the same rules you would follow in face-to-face communications. As well, use proper grammar, spelling and formatting - checking all communications before sending. Check messages and respond in a prompt manner. Your professional image is an important part of credibility and all of your communications will factor into the big picture.

Read and Formulate Communications Carefully. Take the time to think about the information contained in all of your online communications. This will allow you to thoughtfully consider all points, reduces confusion and prepares you for a valid response. You can in return, research your facts and provide citations for information stated within your communications. This promotes a robust academic environment and adds credibility to any course. Re-read all communications before sending to avoid emotional and or "all capital letter" statements and keep communications meaningful and to the point.

Be Tolerant and Cooperative. Keep in mind that every student is participating to learn and anyone can make a simple mistake in research, knowledge or communication. Address the idea/concept, not the person. Keep an open mind and focus on the task at hand - learning. When adverse conditions arise and communications get strained - try to help rather than hinder. True cooperation means working together to the same end - everyone wants to be successful in any given course.

Keep it PG-13 and Confidential. Unless the subject matter calls for the use of topics/language that would otherwise override this tip. All online communications should be transmitted with the intent to inform, inspire, etc. - not to offend or breach personal privacy. Keeping your content PG-13 and confidential will ensure that this is the case. Never use private information about other individuals and be sensitive to the information you share about yourself. Avoid the use of slang, jargon or sarcasm - as they can confuse your recipient.

Remember This Course is Online. Your instructor and fellow students may be located around the world or have very different schedules than you do. You may not always receive an immediate response. Make sure you plan for this and don't put things off until the last moment.

Use Proper Headings and Subject Lines. Emails and Discussion Forum topics should have subject lines that reflect the content of your message. “My Week 1 Reflections” is better than “submission” and “Week 3 Reading is Missing” is better than “Help!”

Provide Context For Your Responses. If you are sending a reply to a message or a posting be sure you summarize the original at the top of the message, or include just enough text of the original to give a context. This will make sure readers understand when they start to read your response. Giving context helps everyone.

Provide Enough Detail in Your Messages. When asking for help, either from your instructor or from technical support, be sure to provide as much information as possible in order to help resolve the issue. Make sure to include the course name and activity name, what you were attempting to do, the full text of error messages and your browser/version information (if a technical issue), a screenshot displaying the problem, and any other relevant information. It may take a little more time up-front to compose your question, but it can help to eliminate some of the back and forth communication.

-- Adapted from [HSU's eLearning 101 \(Links to an external site.\)](#)[Links to an external site.](#) and [Netiquette Guidelines \(Links to an external site.\)](#)[Links to an external site.](#).

Learning Outcomes

This course explicitly contributes to students' acquisition of skills and knowledge relevant to HSU Learning Outcomes:

HSU graduates will have demonstrated:

1. Effective communication through written and oral modes.
2. Critical and creative thinking skills in acquiring a broad base of knowledge and applying it to complex issues.
3. Competence in a major area of study.
4. 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:

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

Music Department Learning Outcomes

In addition, this course will contribute to your acquisition of skills and knowledge relevant to these Music Department (and National Association of Schools of Music) learning Outcomes:

Students will demonstrate familiarity with, and an ability to perform a wide selection of musical literature representing principal eras, genres, and cultural sources.

Students can identify and trace essential developments in Western Art Music history.

When listening to an unfamiliar musical composition, students can identify its historical era, cultural sources, genre, texture, instrumentation, and possible composer when appropriate.

Area C General Education Goals:

1. Students will develop the vocabulary necessary to explore ideas in music. This vocabulary will cover technical, historical, cultural and aesthetic elements of both Western and selected non-Western music.
2. Students will actively participate in discussion of recorded and live music.
3. Students will develop critical standards for evaluation of various styles of music presented in live concerts.
4. Music discussed shall include that of women composers and performers of Western art music, African-American jazz, musical theater, American popular music and music of numerous diverse countries and cultures.
5. Cross-relationships between music, visual arts and performing arts shall be examined
6. Students will be able to make informed decisions concerning observation of, or participation in their immediate artistic environment.

University Policies

Attendance and Class Participation

Taking an online course at Humboldt State University is no different than a traditional face-to-face classroom course. Students taking this course must adhere to Humboldt State University's [Class Attendance & Disruptive Behavior Policy](#).

Academic Honesty

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

Students with Disabilities

Persons who wish to request disability-related accommodations should contact the [Student Disability Resource Center](#) in House 71, (707) 826-4678 (voice) or (707) 826-5392 (TDD). Some accommodations may take up to several weeks to arrange.

Add/Drop Policy

Students are responsible for knowing the University policy, procedures, and schedule for dropping or adding classes. See the Registrar's page on [Schedule Adjustments \(Adding or Dropping\)](#).

Attendance and Disruptive Behavior

Students are responsible for knowing University policy regarding [Class Attendance and Disruptive Behavior](#).

Emergency Evacuation

Please review the evacuation plan for the classroom (posted on the orange signs), and review information on campus [Emergency Procedures](#). During an emergency, information can be found campus conditions at (707) 826-INFO or www.humboldt.edu/emergency.

Accessibility and Universal Design

Campus Accessibility Policy

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 provided by the campus, including access to the content and services of World Wide Web pages authored by the University. For more information, see the University [General Accessibility Policy](#).

Statement of Universal Design Intent

As your instructor, I feel I have a responsibility to do everything within reason to actively support a wide range of learning styles and abilities. As such, I have taken training and applied the principles of [Universal Design for Learning \(Links to an external site.\)Links to an external site.](#) to this course. Feel free to discuss your progress in this course with me at any time. In addition, if you require any accommodations, submit your verified accommodations form to me during the first two weeks of the course.

-- From the [UDL Syllabus Statement \(Links to an external site.\)Links to an external site.](#)

Acknowledgment of Different Modes of Learning

This class seeks ways to become a working and evolving model of inclusion and universal design for all participants. Individuals with disabilities of any kind (including learning disabilities, ADHD, depression, health conditions), who require instructional, curricular, or test accommodations are responsible for making such needs known to the instructor as early as possible. Every possible effort will be made to accommodate students in a timely and confidential manner.

Individuals who request accommodations must be registered with the [Student Disability Resource Center](#) in House 71, (707) 826-4678 (voice) or (707) 826-5392 (TDD).

Students are encouraged to approach the instructor with any other life circumstances that may affect their participation in the course. These may be personal, health-related, family-related issues, or other concerns. The sooner your instructor knows about these, the earlier we can discuss possible adjustments or alternative arrangements as needed for homework, exams, or class.

-- Adapted from the [Suggested Practices for Syllabus Accessibility Statements \(Links to an external site.\)](#)[Links to an external site.](#)

How to Get Help

Contacting the Instructor

If you have questions about the course -- such as concepts covered in the course, your assignments, or scores -- post your questions in the "Question and Answers" forum located in the Course Overview and Resources section of the course for the quickest assistance. (Be sure to offer your fellow students assistance there when you can!)

You may also contact me by email, visit my office during office hours, or by special appointment (see top of syllabus for contact information.)

In most cases you can expect a 24-hour turn around time for response to emails.

Technical Assistance

It is crucial to seek help when you can't access the campus LMS (learning management system) or you have difficulty with your computer settings or browser:

- For **technical assistance** contact HSU's Help Desk at 707.826.HELP (4357) or send an email to help@humboldt.edu
- For **LMS support**, please use the Help button located on the bottom left of your course.
- Please see the LMS Student Guides here, to learn more about specific Canvas functions: [Canvas Student Guide \(Links to an external site.\)](#)[Links to an external site.](#)

Special notes: Browsers and Mobile Devices

1. The Canvas app: Available for iOS or Android: [Canvas Mobile Guides \(Links to an external site.\)](#)[Links to an external site.](#)
2. Firefox is the recommended browser for accessing the Canvas LMS (learning management system). If you have problems opening some content, first try another browser. If you are using a mobile device, try accessing the content on a computer.
3. If Flash-based content is used in this course, it won't display on Mobile devices, especially iOS devices.
4. External URLs: To open certain URLs (http vs https) you may be prompted to click on the shield icon in your browser to "allow" access to the unsecure content. Simply click on the shield and click the "allow" button when asked.
5. Please note that some content may be blocked if you are using a campus computer, as HSU computer labs do not allow opening certain types of unsecure content.

Library Services

The HSU Library's web site can be accessed at <http://library.humboldt.edu>.

Disability Services

The Student Disability Resource Center's web site can be accessed at <http://www.humboldt.edu/disability>.

Writing Center

The Writing Center offers free peer assistance with writing assignments and standardized writing examination preparation. The Writing Center's web site can be accessed at http://www.humboldt.edu/learning/writing_center.

Tutoring Services

The Learning Center provides tutorial assistance to students having difficulties in specific courses. The Tutoring Services web site can be accessed at http://www.humboldt.edu/learning/tutorial_services.php.

eLearning 101

eLearning 101 is a free, online course to help students learn how to learn online. Students can self enroll into by accessing the course site at <http://bit.ly/elearning101> (Links to an external site.)Links to an external site.