

# MUS 103 – Listening to the Movies – Spring 2018

## 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 picture, 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 (The smaller of the two music buildings) from 9 to 10 AM on Mondays, and 9 to 10 AM on Wednesdays. If neither of these times work with your schedule, feel free to email me to schedule an appointment at another time.

## Required Textbook/Course Materials

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

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 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 Statement**

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.

# 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>1/15</u>	<u>1/17</u>	<u>1/19</u>
M. L. K. Junior Day <i>Campus CLOSED</i>	Welcome to MUS 103!	Music History Crash Course

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

<u>1/22</u>	<u>1/24</u>	<u>1/26</u>
		Canvas article review #1 <i>Elements of Music, Hickman</i>

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

<u>1/29</u>	<u>1/31</u>	<u>2/2</u>
		Quiz #1 (Open note)

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

<u>2/5</u>	<u>2/7</u>	<u>2/9</u>
		Article review #2 DUE <i>The Aim of Music for Films, Copland</i>

## Week 5 – Chapter 2: Composing the Music - Continued

<u>2/12</u>	<u>2/14</u>	<u>2/16</u>
		Quiz #2 (Open note)

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

<u>2/19</u>	<u>2/21</u>	<u>2/23</u>
		Article review #3 DUE <i>Choose one of two!</i>

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

<u>2/26</u>	<u>2/28</u>	<u>3/2</u>
		Quiz #3 (Open note)

## Week 8 – Midterm week! (Part 1)

<u>3/5</u>	<u>3/7</u>	<u>3/9</u>
Midterm paper: Deadline for topic approval!		<i>Midterm exam! (LOTR Themes)</i>

**\*\*\* SPRING BREAK 3/12 – 3/16 \*\*\***

**Be safe, have fun!**

## Week 9 – Midterm week! (Part 2)

<u>3/19</u>	<u>3/21</u>	<u>3/23</u>
		Midterm paper: DUE on Canvas!

## Week 10 – Chapter 4: What to Listen for (Continued)

<u>3/26</u>	<u>3/28</u>	<u>3/30</u>
	Quiz #4 (Open note)	Cesar Chavez Day Campus CLOSED

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

4/2 \_\_\_\_\_ 4/4 \_\_\_\_\_ 4/6 \_\_\_\_\_  
Discuss group projects, assign groups. Article review #4 DUE  
*Choose one of two!*

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

4/9 \_\_\_\_\_ 4/11 \_\_\_\_\_ 4/13 \_\_\_\_\_  
Quiz #5 (Open note)

**Week 13 – Group projects**

4/16 \_\_\_\_\_ 4/18 \_\_\_\_\_ 4/20 \_\_\_\_\_  
Group WORK DAY Groups 1 & 2 present Groups 3 & 4 present

**Week 14 – Group projects - Continued**

4/23 \_\_\_\_\_ 4/25 \_\_\_\_\_ 4/27 \_\_\_\_\_  
Groups 5 & 6 present Groups 7 & 8 present Group 9 presents

**Week 15 – Finals preparation week!**

4/30 \_\_\_\_\_ 5/2 \_\_\_\_\_ 5/2 \_\_\_\_\_  
View The Great Debaters, Discuss final term paper. Thanks for taking MUS 103!

**FINALS WEEK**

**There is NO final exam time for this class. Your final term paper is due before 11:59 PM on Monday, May 7<sup>th</sup>**

## 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%

**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 20% 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)**

I will be keeping track of attendance for 40 class sessions over the semester. (That is every day *excluding* 1/17, 1/19, 3/30 and 5/4) Your total attendance score is out of 40 points, so every unexcused absence will reduce your total attendance grade. Tours will be excused if I know about them in advance, and if you bring me a doctors note or something equally official, I will excuse absences on those grounds as well. If something serious happens, please email me and let me know.

### ***How do I get my attendance point for the day?***

Very simple! Come to class, and sit closely to a small number of your fellow classmates. Everybody will write their name on one piece of paper, and one student will volunteer to be the group's scribe. Over the course of the class, I will ask you a handful of questions and open up the discussion to your groups. Discuss for a while, and record some collective thoughts & opinions. There is no 'wrong way' to do this! The most important part is the discussion. ^\_^

## **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) I will make the relevant PDFs available to you on your Canvas home page on the Monday of the week that they are due. To complete the assignment, read the article in its entirety, and send me an email with a 2-3 paragraph synopsis and review of the article. Your responses should include these elements:

### **1.) A clear title referencing the article that you read**

- 2) 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.
- 3) 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?
- 4) Do current film composers already use the approaches discussed in the article? If so, whom?
- 5) 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 FIVE quizzes throughout the term, each worth a total of 20 points. (Occasional extra credit is possible) Additionally, I will be releasing an extra assignment midway through the semester that can be completed to replace your lowest scored quiz.

### **Quiz content:**

- #1) Dates and titles (spelled correctly) of the important style periods of western art music and define the first column of terms given in the “Trailer” section of “Elements of Music” article.
- #2) Define the second and third column of terms given in the “Trailer” section of “Elements of music”
- #3) Comprehensive, Chapters 1 & 2
- #4) Chapter 3, and the instruments of the Symphonic Orchestra.
- #5) Comprehensive, Chapters 4 & 5

## **Group Project (10% of course grade)**

*Groups of five will be randomly selected on 4/2. You have about two weeks to collaborate with your partners outside of scheduled class time. There will be **one** in class work day on 4/16. 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)

Topics you're encouraged to discuss:

- Orchestration.
- Musical Theme(s).
- Tempo, rhythm.
- 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. Your group project will be graded out of 100 points, and each person will receive an *individual* grade.

## **Midterm Exam (15% of course grade)**

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

### **1.) Take home portion**

This part is an essay on a film of your choice. (I must approve your choice of film, the deadline for that is 3/5)

View at least a 20-minute movie segment that uses an original score, and contains at least 10 minutes of music. 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*. Remember, 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 at least some orchestral instruments.) Also include a rough draft of

what you will say about the composer and his/her approach to scoring the film. The purpose of approving the films is to make sure that you're choosing a film that will be appropriate for the scope of this class. For example, a film like Top Gun would NOT be appropriate for this paper, since it contains no originally composed score. Also if you have no leads on what film you'd like to choose, I can help give some suggestions!

The movie should be a drama of your choosing. Preferably no comedies, musicals or animated films. (But there are exceptions) Be sure the music used is original, not adapted. 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 that you use 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 within the segment of film that you selected.

**1) Title relevant to what is happening in the scene.**

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.

**2) Title relevant to what is happening in the scene.**

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.

**Continue in this manner for the rest of your cues.**

**Lastly**, submit the paper on Canvas before 11:59 PM on 3/23. (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 Friday, 3/9

Students will listen to and identify musical themes employed in various segments taken from the movie “The Fellowship of the Ring” scored by Howard Shore. It sounds scarier than it actually is, and don't worry we'll do some practice in class! 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 before 11:59 PM on Monday, May 7th

You will take a closer look at and write about The Great Debaters from 1:01:02 until the beginning of the final credits. 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 within the second half of the film! – 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](#)