

Music Appreciation

MWF- 10-10:50 am

Instructor contact info:

Eric Baker
Fine Arts, Rm.122
432.335.6623
ebaker@odessa.edu
Twitter: baker_eric
Office Hours: 8-10 am MW
10 am -12 pm TTH

Book/CDs:

McGraw-Hill Connect Access Card
All students will be required to go to the following web address and register for this class online.
http://connect.mcgraw-hill.com/class/ebaker_fall_2012

Concert attendance:

Each class member must attend two concerts this semester
Must be On-Campus concerts or “Classical” style.
Submit a 2-page report for each concert, following the general guidelines on the attached “Concert Report” sheet.
DO NOT give an outline. Write out complete sentences.
Reports must be typed and double-spaced.

Grades:

Your grade will be calculated using the following formula:
Quiz Grades: 50%
Daily Grade: 25% (Attendance and Assignments)
Concert Reports: 25%

Quiz Dates:

September 10th – Quiz #1
September 26th – Quiz #2
October 15th – Quiz #3
November 5th – Quiz #4

Important Dates:

December 7th – Final Review Day
December 10th – Final Exam 11:00- 1:30

Assignments: Please read the following chapters before class each day and be prepared to discuss the material.

August 27th – Part 1, Chapters 1, 3
August 29th – Part 1, Chapter 2
August 31st – Part 1, Chapters 4, 5, 6
September 3rd – Labor Day Holiday
September 5th – Part 1, Chapters 7, 8, 9, 10
September 7th – Quiz 1 Review
September 10th – Quiz #1

September 12th – Part 2, Chapters 1, 2,
September 14th – Part 3, Chapters 1, 2, 3
September 17th – Part 3, Chapters 4, 5, 6
September 19th – Part 3, Chapters 7, 8, 10 (skip 9)
September 21st – Part 3, Chapters 11, 12
September 24th – Part 3, Chapters 14, 15 (skip 13) (Quiz review)
September 26th – Quiz #2
September 28th – Part 4, Chapters 1, 2, 3
October 1st – Part 4, Chapters 4, 5, 6
October 3rd – Part 4, Chapters 7, 8, 9
October 5th – Part 4, Chapter 10
October 8th – Part 4, Chapter 11
October 10th – Part 4, Chapter 12
October 12th – Quiz 3 review
October 15th – Quiz #3
October 17th – Part 5, Chapters 1, 3, 4 (skip 2)
October 19th – Part 5, Chapters 5, 6, 7
October 22nd – Part 5, Chapters 8, 9
October 24th – Part 5, Chapters 10, 11, 12
October 26th – Part 5, Chapters 13, 14
October 29th – Part 5, Chapters 15, 16
October 31st – Part 5, Chapters 17, 18
November 2nd – Quiz 4 review
November 5th – Quiz #4
November 7th – Part 6, Chapter 1
November 9th – Part 6, Chapters 2, 3
November 12th – Part 6, Chapter 4
November 14th – Part 6, Chapters 5, 6
November 16th – Part 6, Chapters 7, 8, 9, 10
November 19th – Part 6, Chapters 11, 12
November 21st – 25th – Thanksgiving Holiday
November 26th – Part 6, Chapter 13
November 28th – Part 6, Chapters 15, 16 (skip 14)
November 30th – Part 6, Chapter 17
December 3rd – Part 6, Chapters 18, 19
December 5th – Part 6, Chapter 20
December 7th – Final Review Day
December 10th – Final Exam

CELL PHONES: Cell phones and mobile devices are to remain off or in silent mode so as not to disturb classroom procedures. As much of this course involves guided listening, it is imperative that students are given every opportunity to listen without distraction. Engaging in calls, texting or any other activity deemed distracting by the Instructor will result in a lowering of the Daily Grade. Continued disregard for the Cell Phone Policy as described will result in lowering of the Final Grade by one letter for each occurrence. Use of cell phones or other technology for academic dishonesty will not be tolerated.

ATTENDANCE: Attendance in class is mandatory. The quickened pace of instruction and overwhelming amount of information covered in each class mandates that students be present for each instructional period. Attendance will be taken at the beginning of each class, and will be reflected in each student's Daily Grade. Absence from class equals a Zero for that particular Daily Grade unless the absence is excused. Absences will be deemed "Excused" on a case-by-case basis and is at the sole discretion of the Instructor. Excessive absences may result in a grade of Incomplete or course failure.

Odessa College complies with Section 504 of the Vocational Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990. If you have any special needs or issues pertaining to your access to and participation in this or any other class at Odessa College, please feel free to contact me to discuss your concerns. You may also call the Office of Disability Services at 335-6861 to request assistance and accommodations.

Learning Resource Center (Library)

The Library, known as the Learning Resources Center, provides research assistance via the LRC's catalog (print books, videos, e-books) and databases (journal and magazine articles). Research guides covering specific subject areas, tutorials, and the "Ask a Librarian " service provide additional help.

Student E-mail

Please access your Odessa College Student E-mail, by following the link to either set up or update your account: <http://www.odessa.edu/gmail/>. All assignments or correspondence will be submitted using your Odessa College email.

Student Portal

Please access your Odessa College Student E-mail, by following the link to either set up or update your account: <http://www.odessa.edu/gmail/>. All assignments or correspondence will be submitted using your Odessa College email.

Technical Support For Blackboard username and password help and for help accessing your online course availability and student email account contact the

Student Success Center at 432-335-6878 or online at https://www.odessa.edu/dept/ssc/helpdesk_form.htm.

Important School Policies For information regarding student support services, academic dishonesty, disciplinary actions, special accommodations, or student's and instructors' right to academic freedom can be found in the Odessa College Student Handbook.

The Odessa College Student Success Coaches will help you stay focused and on track to complete your educational goals. If an instructor sees that you might need additional help or success coaching, he or she may submit a Retention Alert or a Starfish Alert. A Student Success Coach will contact you to work toward a solution.

The SEI process for face-to-face and online courses is scheduled for the week of November 26th.

Expectations for Engagement – Online Learning

To help make the web-based learning experience fulfilling and rewarding, the following Expectations for Engagement provide the parameters for reasonable engagement between students and instructors for the online learning environment. Students and instructors are welcome to exceed these requirements.

Reasonable Expectations of Engagement for Instructors

1. As an instructor, I understand the importance of clear, timely communication with my students. In order to maintain sufficient communication, I will
 - provided my contact information at the beginning of the syllabus;
 - respond to all messages within 24 hours if received Monday through Thursday and within 48 hours if received Friday through Sunday; and,
 - notify students of any extended times that I will be unavailable and provide them with alternative contact information (for me or for my supervisor) in case of emergencies during the time I'm unavailable.
2. As an instructor, I understand that my students will work to the best of their abilities to fulfill the course requirements. In order to help them in this area, I will
 - provide clear information about grading policies and assignment requirements in the course syllabus, and
 - communicate any changes to assignments and/or to the course calendar to students as quickly as possible.
3. As an instructor, I understand that I need to provide regular, timely feedback to students about their performance in the course. To keep students informed about their progress, I will

- post grades for discussion postings within one week of the discussion thread closing.
- provide grades for major assignments within 2 weeks of the due date or at least 3 days before the next major assignment is due, whichever comes first.

Reasonable Expectations of Engagement for Students

1. As a student, I understand that I am responsible for keeping up with the course. To help with this, I will
 - line up alternative computer and internet access in case my primary computer crashes or my internet services is unavailable;
 - recognize that the college provides free wi-fi and computer labs during regular campus hours to help me with accessing my course; and,
 - understand that my instructor does not have to accept my technical issues as a legitimate reason for late or missing work if my equipment or service is unreliable.
2. As a student, I understand that it is my responsibility to communicate quickly with the instructor any issue or emergency that will impact my involvement with or performance in the class. This includes, but is not limited to
 - getting "kicked off" of the system during tests or quizzes;
 - having trouble submitting assignments; and
 - dealing with a traumatic personal event.
3. As a student, I understand that it is my responsibility to understand course material and requirements and to keep up with the course calendar. While my instructor is available for help and clarification, I will
 - seek out help from my instructor and/or from tutors;
 - ask questions if I don't understand; and,
 - access my course several times during the week to keep up with assignments and announcements.

Expectations for Engagement – Face to Face Learning

To help make the learning experience fulfilling and rewarding, the following Expectations for Engagement provide the parameters for reasonable engagement between students and instructors for the learning environment. Students and instructors are welcome to exceed these requirements.

Reasonable Expectations of Engagement for Instructors

1. As an instructor, I understand the importance of clear, timely communication with my students. In order to maintain sufficient communication, I will
 - provided my contact information at the beginning of the syllabus;
 - respond to all messages in a timely manner through telephone, email, or next classroom contact; and,
 - notify students of any extended times that I will be unavailable and provide them with alternative contact information (for me or for my supervisor) in case of emergencies during the time I'm unavailable.
2. As an instructor, I understand that my students will work to the best of their abilities to fulfill the course requirements. In order to help them in this area, I will

- provide clear information about grading policies and assignment requirements in the course syllabus, and
 - communicate any changes to assignments and/or to the course calendar to students as quickly as possible.
3. As an instructor, I understand that I need to provide regular, timely feedback to students about their performance in the course. To keep students informed about their progress, I will
- return classroom activities and homework within one week of the due date and
 - provide grades for major assignments within 2 weeks of the due date or at least 3 days before the next major assignment is due, whichever comes first.

Reasonable Expectations of Engagement for Students

1. As a student, I understand that I am responsible for keeping up with the course. To help with this, I will
- attend the course regularly and line up alternative transportation in case my primary means of transportation is unavailable;
 - recognize that the college provides free wi-fi, computer labs, and library resources during regular campus hours to help me with completing my assignments; and,
 - understand that my instructor does not have to accept my technical issues as a legitimate reason for late or missing work if my personal computer equipment or internet service is unreliable.
2. As a student, I understand that it is my responsibility to communicate quickly with the instructor any issue or emergency that will impact my involvement with or performance in the class. This includes, but is not limited to,
- missing class when a major test is planned or a major assignment is due;
 - having trouble submitting assignments;
 - dealing with a traumatic personal event; and,
 - having my work or childcare schedule changed so that my classroom attendance is affected.
3. As a student, I understand that it is my responsibility to understand course material and requirements and to keep up with the course calendar. While my instructor is available for help and clarification, I will
- seek out help from my instructor and/or from tutors;
 - ask questions if I don't understand; and,
 - attend class regularly to keep up with assignments and announcements.

CONCERT REPORT OUTLINE

DO NOT TURN THIS FORM IN AS YOUR REPORT. TYPE UP AN ESSAY INCLUDING ALL THE FOLLOWING INFORMATION USING THE CRITERIA FOUND IN THE SYLLABUS.

Concert attended:

Date of concert:

Place of concert:

Type of concert:

General reaction to the concert environment:

Composition/piece/song I liked best (if any), and why:

Title:

Composer/songwriter:

If classical, number of movements, historical style, form, etc.:

Criticism (positive and/or negative) of the musical work:

Criticism (positive and/or negative) of the performance:

Overall reaction to this one work:

Composition/piece/song I liked second best, and why:

Include all of the above information and commentary.

Composition/piece/song I liked least (if any), and why:

Include all of the above information and commentary.

Commentary on the concert as a whole: