

Music Appreciation

MWF- 10-10:50 am

Instructor contact info:

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335.6623
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Office Hours: 8-10am MWF
1-3pm MW

Book/CDs:

Connect Kamien Access

Go to <http://connect.mcgraw-hill.com/class/ocbaker>



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%
Concert Reports: 25%

Quiz Dates:

February 4 – Quiz 1
February 22 – Quiz 2
March 20 – Quiz 3
April 10 – Quiz 4

Important Dates:

May 10 – Final Review Day
May 13 – Final Exam 11:00- 1:30

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

January 23 – Syllabus and course discussion
January 25 – Part 1, Chapters 1, 3
January 28 – Part 1, Chapter 2
January 30 – Part 1, Chapters 5, 6, 7
February 1 – Part 1, Chapters 8, 9, 10 (Quiz Review)
February 4 – Quiz #1
February 6 – Part 2, Chapters 1, 2
February 8 – Part 3, Chapters 1, 2, 3
February 11 – Part 3, Chapters 4, 5, 6
February 13 – Part 3, Chapters 7, 8, 10 (skip 9)
February 15 – No Reading Assignment. Report to Room 111
February 18 – Part 3, Chapters 11, 12
February 20 – Part 3, Chapters 14, 15 (skip 13) (Quiz Review)
February 22 – Quiz #2
February 25 – Part 4, Chapters 1, 2, 3
February 27 – Part 4, Chapters 4, 5, 6
March 1 – Part 4, Chapters 7, 8, 9
March 4 – Part 4, Chapter 10
March 6 – Part 4, Chapter 11
March 8 – Part 4, Chapter 12

SPRING BREAK

March 18 – Quiz Review
March 20 – Quiz #3
March 22 – Part 5, Chapters 1, 2, 3
March 25 – Part 5, Chapters 4, 5
March 27 – Part 5, Chapters 6, 7
March 29 – Part 5, Chapters 8, 9
April 1 – Part 5, Chapters 10, 11
April 3 – Part 5, Chapters 12, 13, 14
April 5 – Part 5, Chapters 15, 16
April 8 – Part 5, Chapters 17, 18 (Quiz Review)
April 10 – Quiz #4
April 12 – Part 6, Chapter 1
April 15 – Part 6, Chapters 2, 3
April 17 – Part 6, Chapters 4
April 19 – Part 6, Chapters 5, 6
April 22 – Part 6, Chapters 7, 8
April 24 – Part 6, Chapters 9, 10
April 26 – Part 6, Chapters 11, 12
April 29 – Part 6, Chapter 13, 14
May 1 – Part 6, Chapters 15, 16
May 3 – Part 6, Chapter 17
May 6 – Part 6, Chapters 18, 19
May 8 – Part 6, Chapter 20
May 10 – Final Review
May 13 – 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.

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.