

## Course Syllabus

Odessa College B Spring 2014

MUSI 1309\_3, Introduction to Music Literature II

Monday, Wednesday, Friday 10:00-10:50 a.m.

Modality: Face-to-Face

SCANS 6, 11

Prerequisite: MUSI\_1308\_3 Intro to Music Literature I (Fall Semester)

Instructor: Linda Gayle Bizzell

Office Hours: flexible B Adrop on by@ or by appointment

E-mail: [lbizzell@odessa.edu](mailto:lbizzell@odessa.edu)

Cell phone: 432-638-0855

Course Description: A chronological survey course for music majors, which acquaints students with musical composition from the Middle Ages through the 20th century. The Spring semester covers the end of the Classical Period through the 20th century. Historical aspects, as well as the music itself, are presented. Music history information and listening skills will be acquired through various audiovisual aids, including videotapes, CDs, CD-ROMs and textbook.

Required of all music majors.

### Textbook & Accompanying Materials:

Required: Joseph Machlis and Kristine Forney, *The Enjoyment of Music*, 11th Ed., W.W. Norton & Co.: New York, 2003.

Course Objectives: The course aims to familiarize students with the music of major European and American composers from the late Classical Period through the 20th Century, while familiarizing them with historical events that influenced artists. The structure, elements and style of music of each historical period, i.e., the Classical, the Romantic and the 20th Century, are presented. The course also aims to teach the student to utilize the above knowledge in discussion and to teach them to identify and recognize the historical period in which a

composition was written. The course guides the student in opening his mind to unfamiliar music and teaches the student how to focus attention and label structure in music while listening.

Daily Assignments: Textbook Reading and Listening Assignments. Listening assignments will be part of your exams. Pop quizzes covering reading and/or listening assignments will be given at the instructor=s discretion.

Exams:

1 Written Exam and 1 Listening Exam covering the late Classical Period and part of the Romantic Period (1800-1850)

1 Written Exam and 1 Listening Exam covering the middle-to-late Romantic Period (1850-1900)

1 Written Exam and 1 Listening Exam covering the 20th Century (1900s)

Final Exam: 1 Written Exam and 1 Listening Exam covering Romantic & 20th Century periods.

Regular Attendance for class lectures

Topic/Overview:

The late Classical Period (Beethoven & Schubert) & early Romantic period

The middle-to-late Romantic Period

The 20th Century

### Grading Policy:

Grades will be calculated using the following formula:

1. Attendance: 25%. A daily grade will be given, either a 100 or a 0. Three free absences are given, *i.e.*, three 0s will be dropped at the end of the semester before the attendance grade is calculated.
2. Written/Listening Exams: 55%
3. FINAL Written/Listening Exams: 20%

### **Special Needs**

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 432-335-6861 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](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](#).

## 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.