

**Music 105 Music Appreciation  
Seattle Central College  
Arts, Humanities/Social  
Sciences  
Winter Quarter 2020**

**Professor Brian Kirk**



### **Course Description**

Music 105 explores the elements, forms, and styles of music in genres such as Classical, Rock, Pop, Rap, Hip Hop and Jazz. Students will develop listening perception to increase their enjoyment and understanding of various musical styles, and discover commonalities among various styles of music.

It will not make you a musician or teach you how to write music. It will, however, give you the necessary background and tools to understand what is going on when you are listening to music so that your experience is not limited to a wash of sound that produces a certain feeling.

Music 105 will concentrate on a) The development of an attentive style of listening, b) The introduction and systematic study of the building blocks of music, c) Enhancing awareness of the main musical styles of selected western and non-western cultures.

#### **OFFICE**

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Please do not hesitate to ask questions, and feel free to email via this course. If I don't answer right away, rest assured I will get back to you. Communication is everything in an online course. I will be available by request and email appointment online ZOOM conferencing. Typically I will be available by appointment if you have a question or request you can expect to hear from me in 24 hours.

## Overview

### Basic Musical Concepts

This course explores the concepts that underlie the music listening experience with emphasis on the ideas of unity and variety, the performer's role, the structure of music, the purpose of music, types of listeners, and finally, the differences and commonalities between folk music, art music, and jazz.

### The Building Blocks of Sound

The reading, listening, and discussion assignments explain the technical concepts of music

### The Organizing Elements of Music

Students will actively study the music parameters to become intelligent active listeners

### Analysis of Historical Periods

Written assignments to compare and contrast musical examples of various genres, composers, and artists

## Essential Learning Outcomes

Seattle Central College has defined four Essential Learning Outcomes (Knowledge, Intellectual and Practical Skills, Personal and Social Responsibility, Integrative and Applied Learning). Within these four categories are multiple subcategories. This course will focus on the following Essential Learning Outcomes:

- Knowledge: Students will use musical terminology in their analysis of music styles.
- Information Literacy (Intellectual and Practical Skills): Students will use parenthetical citations in MLA format in writing assignments and analyze sources for quality.
- Communication & Self Expression (Intellectual and Practical Skills): Students will write paragraphs using a format such as Point, Illustration, and Explanation.
- Intercultural Knowledge & Competence (Personal and Social Responsibility): Students will be able to explain the methods used to illustrate active music listening and aesthetic appreciation

By meeting these outcomes, you fulfill many requirements for the A.A. degree at Seattle Central College in addition to the Essential Learning Outcomes listed above.

For instance, this course fulfills credit for the **Visual, Literary, and Performing Arts** (VLPA) category of the A.A degree, which requires you to take at least 15 credits in the Humanities (Art, Language, English, Communication, Drama, or Music).

This course also fulfills **US Cultures** requirement for the AA degree, which requires you to examine the relationship between U.S. ideals and realities and to compare the experiences of diverse U.S. cultural groups.

## Course Learning Outcomes

The students who successfully complete this course will:

1. Demonstrate an understanding of the elements of music and how these elements relate to the compositions presented in class, applying the knowledge of musical styles to composer and composition identification (critical thinking).
2. Write essays using musical analysis for the discussion labs, and chapter response papers, of specified readings, listening excerpts, and or videos, demonstrating an understanding of the elements of music, various performing media, and the appropriate common style periods in a clearly organized, literate written style (communication ability).
3. Apply the course information to future music concerts the students may attend, providing an outlet for expression, personal awareness, and aesthetic enlightenment (life-long learning)

## COURSE GRADING CRITERIA

Area #1	Chapter Response (10 Chapter Response)	30%
Area #2	Music Analysis: Discussion Lab (10 Response)	30%
Area #3	The Mid-Term and Final Examinations	30%
Area #4	Video Journals	10%
Area #5	Extra Credit	10%

## ASSIGNMENTS

The **MODULES** Have **ALL THE WEEKLY ASSIGNMENTS AND RESOURCES LISTED BY WEEK**

### Discussion Music Responses (Listening) Weekly

For this assignment, you will analyze **songs, groups, artists** from Links that that I will post to Canvas. Your responses should be approximately **100 word** paragraphs describing the concepts and criteria listed. We promote intellectual and entertaining discussion about the musical examples, for development of intelligent active listening.

The best responses will refer to material from lecture and assigned readings, with additions of your own opinion of musical elements, aesthetic experience, and music terminology. After listening/viewing the video, include commentary within your paper to support why this composer is remembered, what innovative compositional techniques he originated or excelled in using, what it is about the composer and his music that makes him so important, and how he made a lasting impact on the history of the musical genre that is represented.

## Chapter Response Quiz Questions/Essays (WEEKLY)

Writing across the curriculum is a major of any higher education institution. Students' will either write a chapter response essay or take a multiple choice quiz based the weekly chapter readings.

It is important to use the chapter readings and You Tube Videos as primary resources for the construction of your writing assignments.

The Quiz Chapter Response Questions will be based on the weekly chapter readings and YOU TUBE videos explaining the chapter readings.

Part of the essay **SHOULD** include your past and present musical experiences, and observations, along with the current concepts being studied in this course. **Do research to give your essay some pertinent information.**

Your essays will be constructed in the Canvas Learning Portal under Chapter Response Questions either as a file upload or in a text box provided. Read the assignment instructions carefully.

**(ESSAY) ESSAY LENGTH – NO LESS THAN 150 WORDS USE WORD COUNT**

**Students may upload a doc, docx file ONLY to the essay questions.**

**DO NOT USE PAGES (Mac/Apple Product)**

**Video Journals (WEEKLY)** - Students will take notes (on the videos as if you were in a classroom) and write down personal reflections as you view the videos that are a part of this course.

Each student will reflect on the following listening Criteria:

- 1) **Aesthetic** content of the period or style
- 2) **Musical Elements**
- 3) **Terminology used** within the style of music in the video. Some of the terminology will be new to you. Use Internet sources to such as Wikipedia to look up some of the terms that may be unfamiliar to you
- 4) **Your opinion** of the Video viewing experiences and how viewing the video brought new forethought and understanding should be a part of your Video Journal entries.

The Video Journal should go deeper into the music parameters that you will need to grasp as an intelligent, perceptive music listener: duration, pitch, volume, and timbre are presented and explained as they relate to rhythm, tempo, melody, dynamics, harmony, texture, and form.

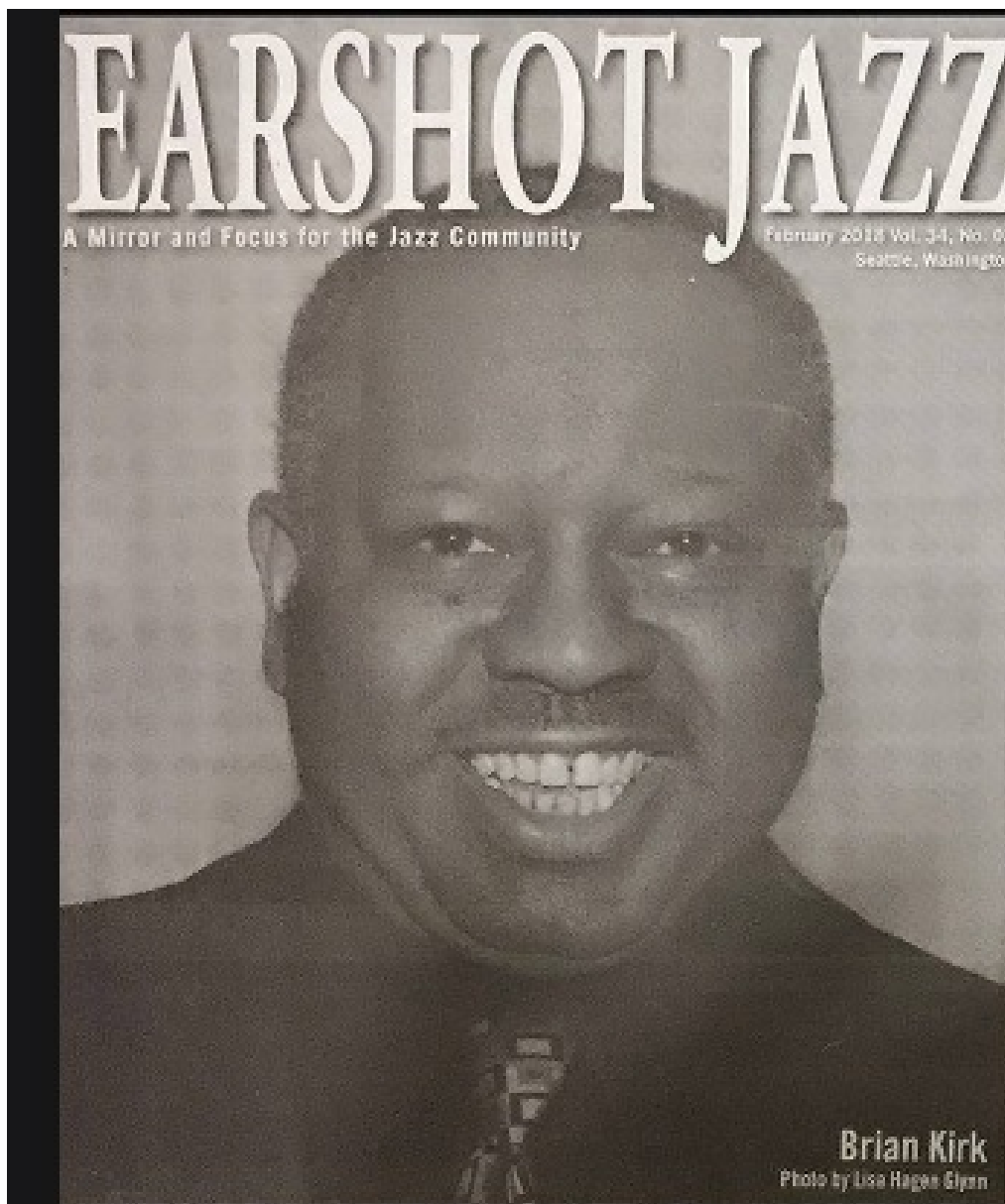
**BE PREPARED TO DO A GREAT AMOUNT OF WRITING IN THIS COURSE.**

## Class Policies and Expectations

**All Assignments are due on SUNDAY by 11:59. That gives me enough time to begin to read and grade each assignment submitted by all students. Saturday is when I post the new assignment for the next week.**

### A WORD ABOUT Online Assignments

As all of your homework assignments are provided and submitted online, many of you will feel like you are spending inordinate amounts of time online. Keep reminding yourself of the time you are NOT spent commuting to the college or sitting in another face to face class setting



## IMPORTANT

- All students must have daily access to the Internet. You must use the Canvas site regularly between classes to keep up with announcements and assigned activities.
- Not spending time face-to-face does NOT mean less work (it doesn't mean you will have MORE work than a traditional class either) you may find that the time spent in online activities will be considerable, but it is expected that your active participation will enhance your learning.

Again, remember that two hours of your online work is replacing class time.

### Grading Scale

<b>4.0</b>	<b>100-95%</b>
<b>3.9-3.7</b>	<b>94-92%</b>
<b>3.6-3.5</b>	<b>91-90%</b>
<b>3.4-3.2</b>	<b>89-87%</b>
<b>3.1-2.9</b>	<b>86-84%</b>
<b>2.8-2.5</b>	<b>83-80%</b>
<b>2.4-2.2</b>	<b>79-77%</b>
<b>2.1-1.9</b>	<b>76-74%</b>
<b>1.8-1.5</b>	<b>73-70%</b>
<b>1.4-1.2</b>	<b>69-67%</b>
<b>1.1-0.9</b>	<b>66-64%</b>
<b>.08-07</b>	<b>63-62%</b>

## MIDTERM AND FINAL EXAMINATION

Music 105 has a midterm exam and final exam, to be given during the 6<sup>th</sup> week and final week of the course. See course dates and times in the calendar

## LATE ASSIGNMENTS

**STUDENTS ARE ALLOWED A TOTAL OF THREE (3) LATE ASSIGNMENTS**

**All late Assignments (48 HOURS) PAST THE DUE DATE will be deducted by 50 %.**

## Course Policies

- **Check your documents.** When you submit an assignment, please open your link to make sure your document appears correctly. *Any assignments that are a blank page will be graded as late when they are resubmitted.*
- **Save your work.** It is your responsibility to keep an extra copy of all assignments that you turn in.
- **Complete course assignments on time.** See the above policy on late work. Only (3) late assignments will be accepted (these do not include discussion or collaboration activities).

**IMPORTANT: Computer issues or power failure will not be an excuse for late work (unless the entire region is affected by a catastrophic storm). Please have a back-up plan!**

The grade given at the end of the quarter will be based on a 4.0 scale. **Scores below 65% (1.0) are recorded as F (0.0).** Grades of me (“incomplete”) or NC (“no credit”) will NOT be granted except in the most extreme circumstances and must be negotiated **before the final day to withdraw.**

*You should also be sure to visit with an advisor before dropping the class or to see if a NC grade affects your status.*

**If you do not feel you will be able to complete the course to your satisfaction, it is your responsibility to drop/withdraw from the course.**

## Matters of Netiquette

Students should always conduct themselves in a respectful manner. Words can mean many things and what we intend to say is not always what others hear. This is especially true of online communication, during which other students do not have the opportunity to see your body language or hear your tone and therefore have a greater possibility of misunderstanding what you truly mean.

**Please follow these guidelines in all your online responses and discussion group posts:**

- **RESPECT.** I would like to suggest respectful exchanges as a basic ground rule. Informational errors should be pointed out respectfully. Disagreements that honor the viewpoints of the various contributors are productive and can lead to new learning and understanding.
- **PRIVACY.** Keep in mind not only your own privacy rights but others as well. Do not reveal any information that you deem private.
- **CONSIDERATION.** Please be considerate of grammatical/spelling errors. Re-read your posts before sending them to proofread your own work for errors.
- **AWARENESS.** Remember that humor and satire are often misinterpreted online. Communication is more than words.  
Be prepared for some misunderstanding and requests for clarification.
- **SUPPORT.** Be supportive of each other. We are all still learning. Our job is not to judge or condemn or even praise, although genuine encouragement is a necessary ingredient in our learning with and from each other. We are here to provide information, to address topics in an online learning community, and to provide assistance in helping each participant use her or his own unique learning style. Reflection generally precedes growth. So reflect upon what is said, provide sincere comments, and we will all learn.



*One good way to avoid problems is to reread your postings before sending them. Something written in haste is much more likely to be misread.*

### **Academic Honesty Statement**

To take the words or ideas of someone else and present them as your own is plagiarism and is unacceptable in academic life. The nature and causes of plagiarism may cover a range from the accidental to the dishonest. Examples of plagiarism encountered in academic writing may include the following:

- incorporating into your own writing, without proper and complete acknowledgement, words and sentences from a print, electronic, or oral source
- inserting longer passages (such as four or five consecutive sentences or whole paragraphs) of somebody else's writing into your own without complete acknowledgement
- paraphrasing so closely or so extensively from a source that sentences or ideas really belong to the original writer
- submitting as your own entire assignments written by another person or taken from a printed source or off the internet
- receiving so much help from another person that the work could not honestly be called your own

Students, by their attendance here, agree to adhere to the Student Code of Conduct, which states, in part, that "academic dishonesty, to include cheating, plagiarism, or knowingly furnishing false information to the college" may bring disciplinary action.

*Plagiarized assignments will result in a "0" grade for the assignment and a report to the Dean of Student Services. Additional plagiarism by the same student may result in a failing grade for the course.*

### **Americans with Disabilities Statement**

If you need course adaptations or accommodation in this course because of a disability or special need, please contact me at your earliest convenience.

## ACTIVE LISTENING SEQUENCE

1. Listen attentively to the music, focusing on what you hear.
2. Read what has been written about the music. DO RESEARCH
3. Listen again to verify that you have understood the musical content and concepts that the text described.

**Repeat the listening as often as necessary to become thoroughly acquainted with the musical selection and the music concepts it embodies.**

Go into the arts. I'm not kidding. The arts are not a way to make a living. They are a very human way of making life more bearable. Practicing an art, no matter how well or badly, is a way to make your soul grow, for heaven's sake. Sing in the shower. Dance to the radio. Tell stories. Write a poem to a friend, even a lousy poem. Do it as well as you possibly can. You will get an enormous reward. You will have created something."

- Kurt Vonnegut