SAMPLE COURSE SYLLABUS

MUSI 1307: Music Literature
Course Syllabus

Instructor: Melanie Sullivan
Office: FA 107, Anne Dean Turk Fine Arts Center
E-mail: msullivan@kilgore.edu
Office Phone: (903) 988-7527
Conference Hours: by appointment
*Instructors and students are required to use only KC email for email correspondence.

MUSI 1307: Music Literature. (3-3-0)
Survey of the principal musical forms and cultural periods as illustrated in the literature of major composers. Prerequisite: TSI complete in READ and ENGL or concurrent enrollment in ENGL 1301/ENGL 0201. For music majors only. Sp (5009025226).

Course Rationale
This course is designed to give music majors a broad basis in the history of music of Western Europe and the Americas and to develop critical listening skills. In addition, the student is prepared for upper division courses in music history and formal analysis. This transferable course meets the requirement for Visual and Performing Arts, which is a component of the core curriculum for every state supported institution of higher education in Texas. This course also meets the fine arts requirement for the A.A., A.S., and A.A.S. degrees at Kilgore College.

Educational Materials
Listen, 8th ed., by Joseph Kerman & Gary Tomlinson, Bedford/St. Martin’s Publishers with student CD’s or online access to recordings. Any other needed recordings will be available on Blackboard or by bringing a thumb drive or CD to class.
Paper, pens and pencils for taking notes and tests.
You will also need access to a computer with internet and a printer.

Grading Procedures
A. Orchestral Concert Attendance/Critique 5%
B. Concert Attendance/Critique 5%
C. Composer Outline 5%
D. Oral Presentation 5%
E. Listening Activities/Group Work Reflection Paper 5%
F. Research Paper 15%
G. Written Tests (4 – 10% each) 40%
H. Final Exam (comprehensive) 20%

90-100 – A
80-89 – B
70-79 – C
60-69 – D
<60 – F
Schedule of Classes

Class Schedule: Three clock hours per week; see weekly schedule below.

This course will include five (5) units of study (Middle Ages and Renaissance, Baroque, Classical, Romantic and 20th Century) to be completed in successive intervals during the semester. Each unit will consist of text readings, discussions, and a unit Test. The course will include a documented outline and class presentation about a composer not covered in the course material and a documented research paper over an opera of the Romantic or 20th Century period. There will also be a comprehensive final exam.

<table>
<thead>
<tr>
<th>Week</th>
<th>General Description of Topics</th>
<th>Text Readings from Listen</th>
<th>Graded Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction; Terminology; Instruments</td>
<td>Chapters 1-5</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Middle Ages</td>
<td>Chapter 6</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Middle Ages; Renaissance</td>
<td>Chapter 6-7</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Baroque</td>
<td>Chapters 8-11</td>
<td>Test 1</td>
</tr>
<tr>
<td>5</td>
<td>Baroque continued</td>
<td>Chapters 8-11</td>
<td>Composer Outline Due</td>
</tr>
<tr>
<td>6</td>
<td>Baroque continued</td>
<td>Chapters 8-11</td>
<td>Composer presentations</td>
</tr>
<tr>
<td>7</td>
<td>Classical</td>
<td>Chapters 12-15</td>
<td>Test 2</td>
</tr>
<tr>
<td>8</td>
<td>Classical continued</td>
<td>Chapters 12-15</td>
<td>First Concert Critique Due</td>
</tr>
<tr>
<td>☹️ Spring Break</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Classical continued</td>
<td>Chapters 12-15</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Romantic</td>
<td>Chapters 16-19</td>
<td>Test 3</td>
</tr>
<tr>
<td>11</td>
<td>Romantic continued</td>
<td>Chapters 16-19</td>
<td>Research Paper Due</td>
</tr>
<tr>
<td>12</td>
<td>Romantic continued</td>
<td>Chapters 16-19</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>20th Century</td>
<td>Chapters 20-24</td>
<td>Test 4</td>
</tr>
<tr>
<td>14</td>
<td>20th Century continued</td>
<td>Chapters 20-24</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>20th Century continued</td>
<td>Chapters 20-24</td>
<td>Listening and Group Work</td>
</tr>
<tr>
<td>16</td>
<td></td>
<td></td>
<td>Final Exam: Middle Ages, Renaissance, Baroque, Classical, Romantic, 20th Century Second Concert Critique Due</td>
</tr>
</tbody>
</table>

In addition to the material listed above, we may discuss current events based on brief readings and recordings throughout the semester.

Classroom Policies

1. **Excessive absences will adversely affect grade.** After six (6) absence in a MWF class or four (4) in a MW or TR class, students may be dropped with a grade of W. Two (2) tardies will equal one absence. **Students who get to class 15 minutes late or later will be considered absent for the class period, but are welcome to participate and turn in assignments.** Absences should be limited to contagious illnesses or personal emergency. **Remember, absences due to athletic events, performances or school trips/tours are still absences, and count toward your total number.** Class will begin on time. Class will end on time. Get used to it. It’s called the real world.

2. Late work will be accepted if the student has an excused absence and will be due the following class meeting, unless otherwise arranged. Students are responsible for all work assigned regardless of their presence or absence.
3. With the exception of class activities which will use cell phones/portable devices, do not let your cell phone go off during my classes. Do not text during my classes. End of statement. If I see a cell phone being used during a test I will take up the test and you will receive a zero. If your phone goes off during a test I will take up your test and you will receive a zero. Cell phones are distracting – to me and to your classmates – whether you are talking, listening or texting. It’s rude. Don’t do it. Have I made my position clear?

Attendance Policy
Kilgore College expects punctuality and regular class attendance. An absence is defined as a student's not being in class for any reason. An instructor may drop students when their lack of attendance prohibits them from meeting the course Student Learning Outcomes or when students accumulate excessive absences. "Excessive absences" is defined as the equivalent of two weeks instruction in a 16-week semester or at least 12.5% of the total hours of instruction in any term. Some workforce programs may have more stringent attendance requirements due to applicable external requirements and/or competencies; therefore, students in workforce programs should check with their instructor regarding the specific number of absences allowed. Students will be dropped for nonattendance per Federal Financial Aid requirements.

Religious Day Absence
In accordance with Texas Education Code 51.911, a student may request and be granted an absence from classes on a religious holy day provided the student follows college procedures for seeking such authorization. It is the student's responsibility to make satisfactory arrangements with instructors prior to the absence for completing makeup work. The procedure governing an absence on a religious holy day is outlined in the Kilgore College Student Handbook.

Policy on Make Up Work
Effective communication between students and their instructor is essential. Students are responsible for initiating any make up work regardless of the cause of the absence. Students absent on official college business are entitled to make up any and all missed work without any penalty attached. **However, students should notify their instructors in advance of the absence and should schedule any make-up assignments before the absence. If the student does not submit makeup work by the prearranged time, the student forfeits the right for further make-up of that assignment.**

For a student whose absence is not official college business, the individual instructor will judge if the student is eligible to make up work. In all cases, the instructor will determine the time for making up work and the nature of the make-up work. Whenever possible, students should discuss their impending absence with the instructor and schedule the make-up work prior to the absence.

Civility Statement:
Students are expected to assist in maintaining an environment that is conducive to learning. Inappropriate or distractive behavior is prohibited in order to assure that everyone has an opportunity to gain from time spent in the course. Should a disruptive incident occur, the faculty member in charge may remove the student. Students have the right to appeal through the student complaint process.

Statement on Academic Honesty
**Kilgore College expects students to do their own work.** The department will not tolerate academic dishonesty, including plagiarism (submitting someone else's work as your own). The following information concerning academic dishonesty is taken from the Student Handbook section found under "Categories of Misconduct" and reads as follows:

Misconduct for which students are subject to discipline falls into the following categories:

**A. Acts of dishonesty, including but not limited to the following:**
1. Academic dishonesty including but not limited to **cheating** and **plagiarism**.
a. The term "cheating" includes, but is not limited to (1) acquiring information for specifically assigned projects, working with one or more persons on an exam that is to be taken as an individual, or observing work from another individual's exam; (2) providing information on an exam that is to be done individually or giving out the exam or content prior to the exam time.

b. The term "plagiarism" includes, but is not limited to (1) failing to credit sources used in a work product in an attempt to pass off the work as one's own; (2) attempting to receive credit for work performed by another, including papers obtained in whole or in part from individuals or from other sources, including the internet.

c. Misconduct also includes conspiracy to commit an act of academic dishonesty.

Additional information is found under "Student Disciplinary Procedures."

B. Matters of Academic Dishonesty

Academic dishonesty matters may first be considered by the faculty member who may recommend penalties such as withdrawal from the course, failing the course, reduction or changing of a grade in the course, a test, assignment, or in other academic work; denial of a degree and/or performing additional academic work not required by other students in the course. Acceptance of the faculty member's recommended penalties by the student shall make the penalties final and constitutes a waiver of further administrative procedures. If the student does not accept the decision of the faculty member, he/she may have the case heard by the appropriate department chair, dean and Vice President of Instruction for review. If the student is ultimately found not to have been involved in academic dishonesty, the instructor shall not base his/her evaluation of the student on the alleged but unproven dishonesty.

If the student is ultimately found to have violated matters of academic dishonesty, the appropriate disciplinary sanction shall be implemented. Any student who believes that a grade has been inequitably awarded should refer to the academic grade change procedures.

Student Grievance

If a student wishes to pursue through the administrative structure some action that has been taken that significantly impacts him or her in a negative way, he or she needs to complete a Student Grievance Form available from the offices of department or division support specialists. This procedure applies to both instructional and non-instructional issues.

Additional information

1. All essays done outside of class must be computer-generated on line spacing 2 (double spaced).
2. All major papers must be submitted to Turnitin.com with the exception of the timed essay.
3. Essays will be scored according to rubrics discussed during class time.

Student Learning Outcomes

Upon successful completion of this course, students will:
1. Describe connections between multiple scholarly disciplines.
   Activities: text readings, class lecture and discussion
   Assessment: composer essay writing assignment, assessed according to standardized rubric.
2. Match compositions not previously listened to or discussed in class to their respective historical periods, working individually or in groups.
   Activities: text readings, class lecture, discussion, and listening experiences
   Assessment: class listening activities and/or final exam matching format
3. Identify basic music terminology, musical forms, major composers, major compositions, and characteristics of major historical time periods.
   Activities: text readings, class lecture, discussion, and listening experiences
   Assessment: exam questions which may include multiple choice, matching, sentence completion, short answer, and/or essay questions
4. Relate what they hear and observe from concert experiences to what they have learned in
readings and classroom experiences and will reflect upon their own evaluation of the concert experiences.
Activities: attendance at a minimum of two instructor-approved concerts; text readings, class lecture, discussion, and listening experiences. Teacher will have discretion to substitute additional written assignments to classes held during times of the year in which no regular on-campus concerts are held.
Assessment: Minimum of two written concert reports, assessed according to standardized rubric.

5. Communicate in written and/or oral formats, their understanding of a major composer.
Activities: text readings, class lecture and discussion
Assessment: composer outline writing assignment and presentation, assessed according to standardized rubric.

<table>
<thead>
<tr>
<th>Foundational Component Areas:</th>
<th>How will the objective be assessed?</th>
<th>How will the objective be addressed?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inquiry</td>
<td>Students will research the life of a composer and determine why that composer should have a major place in music history.</td>
<td>Composer paper graded by faculty using departmental rubric.</td>
</tr>
<tr>
<td>Analysis of information</td>
<td>Throughout the semester, students will identify pieces of music as belonging to a particular time period by analyzing the compositions’ characteristics.</td>
<td>Embedded items on exams.</td>
</tr>
<tr>
<td>Evaluation of information</td>
<td>After class discussion, students will attend two concerts during the semester and will articulate their own evaluation of the concert experiences.</td>
<td>Two concert reflection reports graded by faculty using departmental rubric.</td>
</tr>
<tr>
<td>Communication</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication Effective</td>
<td>After class discussion, students will attend two concerts during the semester and will articulate their own evaluation of the concert experiences.</td>
<td>Two concert reflection reports graded by faculty using departmental rubric.</td>
</tr>
<tr>
<td>development, interpretation</td>
<td>-written communication</td>
<td></td>
</tr>
<tr>
<td>and expression of ideas</td>
<td>-oral communication</td>
<td></td>
</tr>
<tr>
<td>through</td>
<td>See “Teamwork Activity” below</td>
<td>Assessed according to standardized rubric</td>
</tr>
<tr>
<td>Teamwork</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to work effectively</td>
<td>Students will take part in a group work activity of the instructor’s choice. After concluding that activity, students will critique their reflection paper graded by faculty using departmental rubric.</td>
<td></td>
</tr>
<tr>
<td>Social Responsibility</td>
<td>Participation by completing the reflection paper.</td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------------------</td>
<td>--------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Knowledge of civic responsibility</td>
<td>Students will read and discuss one or more articles dealing with the effects of music on the life of the individual and of a community.</td>
<td>Embedded items on exams.</td>
</tr>
<tr>
<td>Ability to engage effectively in regional communities</td>
<td>See “Social Responsibility Activity” above</td>
<td>Embedded items on exams.</td>
</tr>
</tbody>
</table>

- Critical Thinking Skills - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- Communication Skills - to include effective development, interpretation and expression of ideas through written, oral and visual communication
- Teamwork - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- Social Responsibility - to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

**Disclaimer:** As instructor, I reserve the right to amend and/or modify this syllabus as necessary to promote the best education possible within prevailing conditions affecting this course. Each semester students will be given an opportunity to evaluate the instructor and the course.

**Disabilities Accommodations**

Kilgore College is committed to making reasonable accommodations to assist individuals with disabilities in reaching their academic potential. If you choose to request accommodations for a documented disability which may impact your performance, attendance, or grades in this course, you must first register with the Office of Disability Services. Please note that classroom accommodations cannot be provided prior to your instructor’s receipt of an accommodation letter from the Office of Disability Services. For more information about accommodations, please contact the Disability Services Counselor on the second floor of the Devall Student Center. (903) 983-8206

**Kilgore College Campus Carry Policy** (effective August 1, 2017) We respect the right and privacy of those who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. Open carry is not allowed. More information is available at [http://www.kilgorecollege.edu/campuscarry](http://www.kilgorecollege.edu/campuscarry).

**Evaluation of Instructor:** At the end of the semester, students will be given an opportunity to evaluate the instructor and the course. Approved evaluation forms are provided by the Office of Institutional Research, which is also responsible for their analysis.