



Note to Instructor: Replace the placeholder text beneath the headings with the appropriate information for your course. Please note that all sections, with the exception of "Other Course Information," are required elements.

Basic Course Information

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|-------------------|---------------------------------------------------------|---------------------|-----------------------------------|
| Semester: | Spring 2021 | Instructor Name: | Dr. Matthew Busse |
| Course Title & #: | Intro to Music Listening and Literature. MUS 102 | Email: | Matthew.busse@imperial.edu |
| CRN #: | 20485 | Webpage (optional): | |
| Classroom: | Online | Office #: | |
| Class Dates: | 2/16-6/11 | Office Hours: | |
| Class Days: | Online-Asynchronous | Office Phone #: | |
| Class Times: | Online | Emergency Contact: | |
| Units: | 3 | Class Format: | Online-Asynchronous |

Course Description

An introduction to music literature with emphasis on listening experience. Students study the expressive materials of music and the major forms of music literature including music of the Middle Ages, Renaissance, Baroque, Classical, and Romantic eras as well as 20th century, Jazz, American music, Rock, and Non-Western music. Emphasis placed on the skills and understanding necessary for lifelong music listening experiences. (C-ID MUS 100) (CSU/UC)

Course Prerequisite(s) and/or Corequisite(s)

No prior coursework or knowledge required.

Student Learning Outcomes

Upon completion of the course, the successful student will have acquired new skills, knowledge, and/or attitudes as demonstrated by being able to:

1. Student will learn and use critical listening skills to discuss and critique a musical work. (ILO1, ILO2, ILO4)
2. Student will learn to identify all the instruments in an orchestra by their appearance and their sound. (ILO1, ILO2, ILO4)
3. The student will learn how identify the "form" of a classical or jazz composition through repeated listening. (ILO1, ILO2, ILO4)
4. Student will know the names of the most important Baroque composers and their most significant compositions. (ILO1, ILO2, ILO4)

Course Objectives

Upon satisfactory completion of the course, students will be able to:

1. Demonstrate a knowledge of the place of music within human society since prehistory.
2. Demonstrate a knowledge of the materials of music (rhythm, melody, harmony, timbre, texture, and smaller forms-motive, phrase, sentence, period, one-part, binary, ternary).



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3. Demonstrate a knowledge of the larger forms of music (song forms, fugue, rondo, theme and variations, Baroque sonata, sonata-allegro, Classical sonata cycle, concerto, symphony, string quartet, etc.).
 4. Demonstrate a knowledge of the historical periods of traditional music.
 5. Develop skills as an active (as opposed to passive) listener appropriate to the study of music.

Textbooks & Other Resources or Links

Textbook: Listening to Music ISBN-10: 1305587073 | ISBN-13: 9781305587076 Edition: 8th , MindTap Online edition

Author: Wright

Publisher: Wadsworth

Course Requirements and Instructional Methods

Students are required to keep pace with the required Readings (in MindTap on Canvas) and Listening to Musical Examples. Likewise, students are expected to continuously Review the Study Course Materials, unsupervised. This includes Study Guides for Exams (provided)

This course entails weekly exams and quizzes embedded in the MindTap course which are all MultipleChoice/Short answer and will be done on the CANVAS Learning Management System. Furthermore, you will be required to Virtually Attend 2 Concerts, online, on Youtube; and submit Critiques (Feedback) about the performance.

Finally, students will Choose a Non-Western Musical Style, from the List supplied or discussed and approved by the Instructor, and submit a PowerPoint Presentation, about the topic. This Presentation may be done in groups of up to 5 people, OR individually. The Class Presentations will be done via ZOOM, at a mutually agreeable time for most people. Exams/Assignments will only be permitted for makeup, in extenuating circumstances. Please be sure to communicate with the Course Instructor via EMAIL, should problems arise. Points may be deducted for Late Assignments submissions.

Out of Class Assignments: The Department of Education policy states that one (1) credit hour is the amount of student work that reasonably approximates not less than one hour of class time and two (2) hours of out-of-class time per week over the span of a semester. WASC has adopted a similar requirement.

Course Grading Based on Course Objectives

| | |
|-------------------------------------------------|------|
| Weekly Exams, Quizzes and Listening Assessments | 70% |
| 2 Concert Critiques | 10% |
| Class Research Presentation | 20% |
| Total | 100% |

Course Policies

Attendance:

- A student who fails to attend the first meeting of a class or does not complete the first mandatory activity of an online class will be dropped by the instructor as of the first official meeting of that class. Should readmission be desired, the student's status will be the same as that of any other student who desires to add a class. It is the student's responsibility to drop or officially withdraw from the class. See General Catalog for details.



- Regular attendance in all classes is expected of all students. A student whose continuous, unexcused absences exceed the number of hours the class is scheduled to meet per week may be dropped. For online courses, students who fail to complete required activities for two consecutive weeks may be considered to have excessive absences and may be dropped.
- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences.

What does it mean to “attend” an online class?

Attendance is critical to student success and for IVC to use federal aid funds. Acceptable indications of attendance are:

- Student submission of an academic assignment
- Student submission of an exam
- Student participation in an instructor-led Zoom conference
- Documented student interaction with class postings, such as an interactive tutorial or computer assisted instruction via modules
- A posting by the student showing the student's participation in an assignment created by the instructor
- A posting by the student in a discussion forum showing the student's participation in an online discussion about academic matters
 - An email from the student or other documentation showing that the student has initiated contact with a faculty member to ask a question about an academic subject studied in the course. Logging onto Canvas alone is NOT adequate to demonstrate academic attendance by the student.

Classroom Etiquette

- Electronic Devices: Cell phones and electronic devices must be turned off and put away during class, unless otherwise directed by the instructor. •
- Food and Drink are prohibited in all classrooms. Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs. Please comply as directed by the instructor. •
- Disruptive Students: Students who disrupt or interfere with a class may be sent out of the room and told to meet with the Campus Disciplinary Officer before returning to continue with coursework. Disciplinary procedures will be followed as outlined in the General Catalog. •
- Children in the classroom: Due to college rules and state laws, only students enrolled in the class may attend; children are not allowed.

How do I act differently if I have an on-ground class during COVID?

1. DO NOT COME TO CAMPUS OR ATTEND AN OFF-CAMPUS CLASS IF YOU FEEL SICK, HAVE A FEVER, OR HAVE A COUGH

- Even if your symptoms are mild, stay home.
- Email your instructor to explain why you are missing class.
- If you are sick with COVID-19 or think you might have COVID-19, provide CDC guidance.
- If you have tested positive for COVID-19, you must self-quarantine for 14 days and then be without symptoms for at least 72 hours. Clearance is required prior to returning to any face-to-face



interaction. It is recommended that you undergo a final COVID-19 test to confirm that you are no longer infected.

- If you are exposed through direct contact with a person known to be COVID-19 positive, then you must submit negative COVID-19 test results prior to returning to any face-to-face interaction.

2. ARRIVE AT CAMPUS EARLY (at least 15 minutes early is advised).

- All people entering the IVC campus will need to pass a screening process, which will occur at the gates as you drive onto campus. You will need to take a short questionnaire and get your temperature taken (the screening is completely touchless and will take place while you remain in your car).

3. BRING A MASK TO CLASS (and always wear it).

- Be sure that your mask covers both your nose and mouth. If your mask is cloth, then wash it each day. If your mask is disposable, then use a new one each day.

4. GO DIRECTLY TO YOUR CLASSROOM.

- The IVC campus is mostly closed so you should not visit other areas or seek any face-to-face services. Services are available to students online and can be accessed through www.imperial.edu.

5. WASH YOUR HANDS FREQUENTLY (and use the provided sanitation supplies).

- Your classroom is equipped with cleaning supplies. Use them as needed.

6. BE SURE TO SOCIAL DISTANCE (stay at least 6 feet from others).

- The number of students in a classroom at any one time is very limited so you have plenty of space to spread and ensure that you stay at least 6 feet from others.

7. BRING YOUR OWN FOOD AND DRINKS.

- There is no food service currently offered on campus

Other Course Information

Online Netiquette

- What is netiquette? Netiquette is internet manners, online etiquette, and digital etiquette all rolled into one word. Basically, netiquette is a set of rules for behaving properly online.
- Students are to comply with the following rules of netiquette: (1) identify yourself, (2) include a subject line, (3) avoid sarcasm, (4) respect others' opinions and privacy, (5) acknowledge and return messages promptly, (6) copy with caution, (7) do not spam or junk mail, (8) be concise, (9) use appropriate language, (10) use appropriate emoticons (emotional icons) to help convey meaning, and (11) use appropriate intensifiers to help convey meaning [do not use ALL CAPS or multiple exclamation marks (!!!!!)].

How am I expected to act in an online “classroom” (especially Zoom)?

Attending a virtual meeting can be a challenge when there are many students on one conference call. Participating in such meetings may count as class attendance, but disruptive behavior may also result in you not being admitted to future meetings. Follow the tips below for best results:



1) Be RESPECTFUL

- Your written, verbal, and non-verbal communications should be respectful and focused on the learning topics of the class.

2) Find a QUIET LOCATION & SILENCE YOUR PHONE (if zooming)

- People walking around and pets barking can be a distraction.

3) EAT AT A DIFFERENT TIME.

- Crunching food or chugging drinks is distracting for others.
- Synchronous zoom times are set in advance so reserve meals for outside class meetings.

4) ADJUST YOUR LIGHTING SO THAT OTHERS CAN SEE YOU

- It is hard to see you in dim lighting so find a location with light.
- If your back is to a bright window, you will be what is called “backlit” and not only is it hard on the eyes (glare) but you look like a silhouette.

5) POSITION THE CAMERA SO THAT YOUR FACE AND EYES ARE SHOWING

- If you are using the camera, show your face; it helps others see your non-verbal cues.
- You may be at home, but meeting in pajamas or shirtless is not appropriate so dress suitably. Comb your hair, clean your teeth, fix your clothes, etc. before your meeting time to show self-respect and respect for others.

6) Be READY TO LEARN AND PAY ATTENTION

- Catch up on other emails or other work later.
- If you are Zooming, silence your phone and put it away.
- If you are in a room with a TV – turn it off.

7) USE YOUR MUTE BUTTON WHEN IN LOUD PLACES OR FOR DISTRACTIONS

- Pets barking, children crying, sneezing, coughing, etc. can happen unexpectedly. It's best if you conference in a private space, but if you can't find a quiet place, when noises arise MUTE your laptop.

8) REMEMBER TO UNMUTE WHEN SPEAKING

- Follow your instructor's directions about using the “raise hand” icon or chat function to be recognized and to speak, but make sure you have unmuted your device.
- Do not speak when someone else is speaking.

9) REMAIN FOCUSED AND PARTICIPATE IN THE MEETING

- Especially when the camera is on YOU, we can all see your actions. Engage in the meeting. Look at the camera. Listen to instruction. Answer questions when asked.
- Do not use the Zoom meeting to meet with your peers or put on a “show” for them.

10) PAUSE YOUR VIDEO IF MOVING OR DOING SOMETHING DISTRACTING

- Emergencies happen. If you need to leave the room or get up and move about, stop your video.



What if I need to borrow technology or access to WIFI?

1. To request a loaner laptop, MYFI device, or other electronic device, please submit your request here: <https://imperial.edu/students/student-equity-and-achievement/>
2. If you'd like access the WIFI at the IVC campus, you can park in parking lots "I & J". Students must log into the IVC student WIFI by using their IVC email and password. The parking lots will be open Monday through Friday from 8:00 a.m. to 7:00 p.m.

Guidelines for using parking WIFI:

- Park in every other space (empty space BETWEEN vehicles)
- Must have facemask available -For best reception park near buildings
- Only park at marked student spaces
- Only owners of a valid disabled placard may use disabled parking spaces
- Only members of the same household in each vehicle
- Occupants MUST remain in vehicles -Restrooms and other on-campus services not available
- College campus safety will monitor the parking lot
- Student code of conduct and all other parking guidelines are in effect
- Please do not leave any trash behind
- No parking permit required

If you have any questions about using parking WIFI, please call Student Affairs at 760- 355-6455.

Academic Honesty

Academic honesty in the advancement of knowledge requires that all students and instructors respect the integrity of one another's work and recognize the importance of acknowledging and safeguarding intellectual property.

There are many different forms of academic dishonesty. The following kinds of honesty violations and their definitions are not meant to be exhaustive. Rather, they are intended to serve as examples of unacceptable academic conduct.

- Plagiarism is taking and presenting as one's own the writings or ideas of others, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials. If you do not understand how to "cite a source" correctly, you must ask for help.
- Cheating is defined as fraud, deceit, or dishonesty in an academic assignment, or using or attempting to use materials, or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment in question.

Anyone caught cheating or plagiarizing will receive a zero (0) on the exam or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. Repeated acts of cheating may result in an F in the course and/or disciplinary action. Please refer to the General Catalog for more information on academic dishonesty or other misconduct. Acts of cheating include, but are not limited to, the following: (a) plagiarism; (b) copying or attempting to copy from others during an examination or on an assignment; (c) communicating test information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment; (e) using a commercial term paper service.



IVC Student Resources

IVC wants you to be successful in all aspects of your education. For help, resources, services, and an explanation of policies, visit <http://www.imperial.edu/studentresources> or click the heart icon in Canvas.

Anticipated Class Schedule/Calendar

| Date or Week | Activity, Assignment, and/or Topic | Pages/ Due Dates/Tests |
|--------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|
| Week 1 | Chap. 1 - The Power of Music THE ELEMENTS OF MUSIC Chap. 2 - Rhythm, Melody, Harmony All of the readings and activities are in the MindTap link in Canvas. MindTap has your required eText. | Chap. 1 and 2 in textbook (MindTap) Complete assigned readings and associated assessments by end of week |
| Week 2 | THE ELEMENTS OF MUSIC Chap. 3 - Color, Texture, Form, Style | Chap. 3 in textbook (MindTap) Complete by end of week. |
| Week 3 | HISTORY: The Middle Ages and Renaissance, 476-1600 Part 2 - Introduction Chap. 4: Medieval Music, 476-1450 Chap. 5: Renaissance music, 1450-1600 | Chap. 4 and 5 in textbook (MindTap) |
| Week 4 | HISTORY: The Baroque Period, 1750 - 1820 Part 3: Introduction Chap. 6: Early Baroque Music: Opera Chap. 7: Toward Late Baroque Instrumental Music | Chap. 6 and 7 in textbook (MindTap) |
| Week 5 | Chap. 8: The Late Baroque: Bach Chap 9: The Late Baroque: Handel | Chap. 8 and 9 in textbook (MindTap) |
| Week 6 | HISTORY: The Classical Period, 1750 – 1820 Chap. 10 - Haydn and Mozart (in addition to reading and listening, view Mozart Biography) | Chap. 10 in textbook (MindTap) Mozart Biography video |
| Week 7 | Chap. 11 - Classical Forms: Ternary and Sonata-Allegro Chap. 12 - Classical Forms: Theme and Variations, Rondo | Chap. 11 and 12 in textbook (MindTap) |
| Week 8 | Chap 13 - Classical Genres: Instrumental Music Chap. 14 - Classical Genres: Vocal Music | Chap. 13 and 14 in textbook (MindTap) |
| Week 9 | HISTORY: The Classical Period, 1750 - 1820 Chap 15 - Beethoven: Bridge to Romanticism (in addition to reading and listening, view Beethoven Biography) | Chap. 15 in textbook (MindTap) Beethoven Biography video |
| Week 10 | HISTORY: Romanticism, 1820 - 1900 Part 5 - Introduction Chap 16 - Introduction to Romanticism Chap 17 - Romantic Music: The Art Song | Chap. 16 and 17 in textbook (MindTap) |
| Week 11 | Chap 18 - Romantic Music: Program Music, Ballet, and Musical Nationalism Chap. 19 - Romantic Music: Piano Music | Chap. 18, 19, and 23 in textbook (MindTap) |



| Date or Week | Activity, Assignment, and/or Topic | Pages/ Due Dates/Tests |
|--------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|
| | Chap. 23: Late Romantic Orchestral Music | |
| Week 12 | Chap 20-22: Romantic Opera | Chap. 20-22 in textbook (MindTap) |
| Week 13 | HISTORY: Modern and Postmodern Art Music, 1900 - Present Chap 25 - Early 20th Century Modernism (in addition to reading and listening, view The Rite of Spring) | Chap. 25 in textbook (MindTap) Rite of Spring video |
| Week 14 | Chap 26 - American Modernism Chap 27 - Postmodernism | Chap. 26 and 27 in textbook (MindTap) |
| Week 15 | HISTORY: American Popular Music Part 7 - Introduction Chap. 28 - American Popular Music to WWII Chap. 30 - Music for Media: Film, TV, and Games Chap. 31 – Rock: The Music of Rebellion | Chap. 28, 30, and 31 in textbook (MindTap) Student Presentations |
| Week 16 | HISTORY: Global Music Chap. 32 - The Far East Chap. 33 - The Near East and Africa Chap. 34 - The Caribbean and Latin America | Chap. 32, 33, and 34 in textbook (MindTap) Student Presentations |

*****Subject to change without prior notice*****