



Course MUSI 2322.001 – Music in Western Civilization
Professor Lori Gerard
Term Fall 2016
Meetings MWF 2:00–2:50 p.m. AH2 1.204

Professor's Contact Information

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Office Hours T 1:00–2:00 p.m., W 3:00–4:00 p.m.

General Core Area 050 Creative Arts

Description: Courses in this category focus on the appreciation and analysis of creative artifacts and works of the human imagination. Courses involve the synthesis and interpretation of artistic expression and enable critical, creative, and innovative communication about works of art.

Objectives:

- Critical Thinking (CT)**—to include creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information
- Communication (COM)**—to include effective development, interpretation, and expression of ideas through written, oral, and visual communication
- Teamwork (TW)**—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 (SR)**—to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

General Course Information

Pre-requisites, Co-requisites, & other restrictions None. Just bring an open mind.

Course Description A broad survey of Western music from the Middle Ages to the twenty-first century, covering Medieval, Renaissance, Baroque, Classical, Romantic, and Modern styles. Develops listening skills and an understanding of diverse genres and places works in their social and cultural contexts.

Learning Outcomes

Students will:

- **CT:** critique music performances based on objective reasons, rather than mere gut reaction.
- **COM:** verbally articulate, in a written concert review, their evaluation of a live Classical music performance.
- **TW:** work together in small groups on in-class assignments to identify and verbally articulate, in terms of the elements of music, what they are hearing in a piece of Western art music. They will also attempt to identify the time period and composer based on

how the elements of music are presented in the work.

- **SR:** attend a live Classical music performance within the local and/or regional community

Textbook

Required Texts & Materials

- Thomas Forrest Kelly. *Music Then and Now*, 1st ed. (W.W. Norton)
- Richard Bellman, *A Short Guide to Writing about Music*, 1st. ed. (Longman)

Materials

A pair of earbuds for exams.

Suggested Texts, Readings, & Materials

TBD

Assignments & Academic Calendar

[Topics, Reading Assignments, Due Dates, Exam Dates]

Due dates – All assignments and reviews are due by 11:59 p.m.

Unit	Week	Dates	Chapter	Exam dates
Fundamental Musical Concepts	1	M W F	Syllabus, Intro Ch. 1 Ch. 1	
Part I: Music & Prayer - Medieval	2	M W F	Part I pp.19–23 & Ch. 2 Ch. 2 Ch. 2	
Part I: Music & Prayer - Renaissance	3	M W F	Labor Day – No Class Part I pp.25–29 & Ch. 3 Ch. 3	
Part II: Music & Speech - Baroque	4	M W F	Ch. 3 Part II & Ch. 4 Ch. 4	
	5	M W F	Ch. 5 Ch. 5 Catch up/Review (LA 1)	
	6	M W F	YouTube Concert Review YouTube Concert Review Ch. 6	Exam 1: T, 9/27
Part III: Music & Reason - Classical	7	M W F	Ch. 6 Ch. 6 Ch. 7	
	8	M W F	Ch. 7 Ch. 8 Ch. 8	
Part IV: Music & Feeling - Romantic	9	M W F	Ch. 9 Ch. 9 Part IV & Ch. 10	
	10	M W	Ch. 10 Ch. 10	

		F	Catch up/Review (LA 2)	
	11	M W F	Ch. 11 Ch. 11 Ch. 12	Exam 2: T, 11/1
	12	M W F	Ch. 12 Ch. 13 Ch. 13	
	13	M W F	Ch. 13 Ch. 14 Ch. 14	
	14		FALL BREAK – NO CLASSES	
Part V: Music & Politics - 20th Century	15	M W F	Part V & Ch. 15 Ch. 15 Ch. 16	
	16	M W F	Ch. 16 Catch up/Review (LA 3)	Exam 3: F, 12/9

Course Policies

Grading Criteria	Participation: 10% YouTube review: 10% Live Concert Review: 20% Group Listening 1: 5% Group Listening 2: 5% Group Listening 3: 5% Exam 1: 15% Exam 2: 15% Exam 3: 15%	Grading Scale: A 93–100 A- 90–92 B+ 87–89 B 83–86 B- 80–82 C+ 77–79 C 73–76 C- 70–72 D 60–69
Make-up Exams	Make-up exams are given only for students who have made a prior arrangement with the instructor, or for those who bring a doctor's note due to illness.	
Extra Credit	TBD	
Late Work	Concert reviews are due on the assigned due date. They will be accepted up to one week after the due date, but your grade will be reduced for being late. Assignments that are more than one week late will not be accepted and will receive a grade of "F," unless you have obtained prior approval of the instructor. This grading policy is in fairness to those students who submit their work on time. If there are extenuating circumstances that preclude your submitting an assignment on time (such as a serious illness or a death in the family, for example), contact the instructor <i>before</i> the due date so we can discuss your circumstance and see if a special accommodation can be made in your case. If you notify the instructor of your dilemma <i>after</i> the assignment due date, it will be considered a late and will be graded accordingly.	
Special Assignments	None	
Class Attendance	You are permitted three absences (excused or unexcused) from class. Each absence over three will result in one percent being deducted from your final percentage grade. For example, if your final grade is a 90%, but you had fifteen absences, the final grade you will receive is a 78%, which is a C+. If, however, you have three or fewer absences at the end of the semester, your final percentage grade will be increased to the next grade level: e.g., if you have 0–3 absences, a final grade of C+ will be “upgraded” one level to a B-, B to B+, etc.	
Classroom Citizenship	<ul style="list-style-type: none"> The use of laptops and/or tablets/iPads in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. However, I do understand that some of you may be more comfortable and accustomed to taking notes on a computer. If this is the case, please come and speak to me outside of class. Only students who have spoken with me and have been granted permission will be allowed to use a laptop or tablet in class. All written work and class discussion for this course must employ gender-neutral, nonsexist language, and rhetorical constructions. Such practice is part of a classroom environment according full respect and opportunity to all participants by all others. 	
Comet Creed	<i>The UT Dallas student body voted on this creed in 2014. It is a standard that Comets choose to live by, and they encourage others to do the same:</i>	

	“As a Comet, I pledge honesty, integrity, and service in all that I do.”
Academic Dishonesty	It will not be tolerated. If I suspect academic dishonesty, I will notify you by email and will then submit a referral to the Office of Judicial Affairs. My minimum suggested sanction would be that you receive a 0 for the assignment/exam and that your final overall grade be reduced by a full letter.
UT Dallas Syllabus Policies and Procedures	<p><i>The information contained in the following link constitutes the University's policies and procedures segment of the course syllabus.</i></p> <p>Please go to http://go.utdallas.edu/syllabus-policies for these policies.</p>

The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Professor.

MUSI 1306 - Participation Grade Rubric

Excellent (A): Present and on time; no cell phone; comes to class with books as well as questions and observations from lectures, readings, and listening; engaged and interested in course material and the ideas of peers; thoughtful listener; contributions to class discussion are insightful and move conversations forward; makes connections between different readings/concepts; applies class material to everyday experiences.

Good (B): Present and on time; no cell phone; engaged and comes with books and a *basic* understanding of lectures/readings/listening; contributes to class discussion but does not move conversation forward and does not make connections between readings; offers surface-level comments (sometimes frequently) but they do not reflect rigorous engagement with peers and course material.

Fair (C): Present but often late; unengaged and unprepared; reluctant to participate, passive in small-group work, and barely listening; poor understanding of readings and unsatisfactory completion of assignments.

Poor (D—F): Absent frequently or not mentally present in class (sleeps, dozes, zones out, doodles, works on homework for other classes, sends text messages, disruptively chats with others); does not participate (does not answer questions or offer comments, writes or talks instead of actively listening to peers); not prepared for in-class activities; poor understanding of course discourse, lecture points, and reading materials; unsatisfactory completion of assignments.