

Syllabus for
MUS 300 - Music Appreciation
3 Credit Hours
Fall 2009

I. COURSE DESCRIPTION

A non-technical course aimed at increasing the enjoyment and appreciation of music by the listener with little or no previous music background. Includes a brief survey of music history and the basic principles of music form as illustrated by masterworks.

Prerequisite: None.

II. COURSE GOALS

The purpose of this course is to enable the student to do the following:

- A. Recognize God's order, diversity, and creativity in music, both in our Western culture and in differing cultures.
- B. Study the spiritual lives of great composers.
- C. Increase his or her awareness and appreciation of music as an art.
- D. Develop critical, purposeful listening as a means of expanding understanding and appreciation of a wide variety of music.
- E. Gain an aesthetic experience of music.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

As a result of successfully completing this course, the student will be able to do the following:

- A. Terminal Objectives
 1. List, define, and describe all terms and techniques studied during the course.
 2. Name the various historical periods (giving the dates delimiting them), the forms and the instruments developed during the periods, and the representative composers active during the periods.
 3. Aurally identify the historical period, composer, and title of various compositions.
 4. Aurally identify the instrumentation and performing medium of various compositions.
 5. Aurally identify the form, structure, and basic design of a variety of compositions.

B. Unit Objectives

Unit 1. THE ELEMENTS OF MUSICAL SOUND

At the end of this unit, the successful student will be able to do the following:

1. Define and describe sound: pitch, timbre (tone color), duration, and dynamics.
2. List and describe the various voices and orchestral families of instruments and their associated techniques.

- a. List and describe the instruments comprising each family or section of the orchestra.
3. List and describe instruments of and unique to contemporary and commercial music.
4. Aurally identify the various voices and instruments.
5. Identify the characteristics and decode basic music notation.
6. Define and describe Rhythm including beat, meter, tempo and syncopation.
7. Define and describe Melody and their characteristics
8. Define and describe Harmony and Key and their corresponding characteristics.

Unit 2. MIDDLE AGES AND THE BAROQUE PERIOD

At the end of this unit, the successful student will be able to do the following:

1. Give the dates delimiting the historical periods studied in the unit.
2. Describe the performance practices and the style characteristics prevalent in the Middle Ages, Renaissance, and the Baroque Period.
3. List the most important composers of the periods and some of their works.
4. Listen to recordings and identify the historical periods and describe all terms and techniques studied during the course.
 - a. Identify the Middle Ages, Renaissance and Baroque periods, its representative composers, forms and the instruments developed during that period.
 - b. Listen to recordings and identify the title, composer and historical period in which a given work was composed.
 - c. Listen to recordings identifying the performing medium, form, instrumentation, and special characteristics of a given work.

Unit 3. THE CLASSICAL PERIOD

At the end of this unit, the successful student will be able to do the following:

1. Give the dates delimiting the historical period studied in the unit.
2. List the most important composers of the Classical Period and their works.
3. Describe the performance practices and the style characteristics prevalent in the Classical Period.
4. Describe and identify Sonata Form, Theme and Variation, Minute and Trio, and Rondo Forms and their placement within the Classical Symphony.
5. Listen to recordings and identify the historical periods and describe all terms and techniques studied during the course.
 - a. Identify the Classical Period, its representative composers, forms and the instruments developed during that period.
 - b. Listen to recordings and identify the title, composer and characteristics of the works composed
 - c. Listen to recordings identifying the performing medium, form, instrumentation, and special characteristics of a given work.

Unit 4. THE ROMANTIC PERIOD

At the end of this unit, the successful student will be able to do the following:

1. Give the dates delimiting the Romantic Period studied in the unit.
2. Describe the performance practices and the style characteristics prevalent in the Romantic Period.
3. List the most important composers of the periods and some of their works.
4. Listen to recordings and identify the Romantic Period and describe all terms and

techniques employed in this unit.

- a. Identify the Romantic Period, its representative composers, forms and the instruments developed during that period.
- b. Listen to recordings and identify the title, composer and characteristics of the works composed.
- c. Listen to recordings identifying the performing medium, form, instrumentation, and special characteristics of a given work.

Unit 5. THE TWENTIETH CENTURY

At the end of this unit, the successful student will be able to do the following:

1. Give the dates delimiting the Twentieth Century studied in the unit.
2. Describe the performance practices and the style characteristics prevalent in the Twentieth Century.
3. List the most important composers of the period and some of their works.
4. Listen to recordings and identify the Twentieth Century and describe all terms and techniques employed in this unit.
 - a. Identify the Twentieth Century, its representative composers, forms and the instruments developed during that period.
 - b. Listen to recordings and identify the title, composer and characteristics of the works composed.
 - c. Listen to recordings identifying the performing medium, form, instrumentation, and special characteristics of a given work.

IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

A. Required Materials

1. Textbooks
Kamien, R. (2008). *Music: An Appreciation*. 9th ed. New York: McGraw Hill. 4 Compact Disc set is included.
2. Other
None

B. Optional Materials

1. Textbooks
None
2. Other
None

V. POLICIES AND PROCEDURES

A. University Policies and Procedures

1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
2. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
3. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, video, multimedia, or computer software. By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means.

4. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
 5. Students are to be in compliance with university, school, and departmental policies regarding Whole Person Assessment requirements. Students should consult the WPA handbooks for requirements regarding general education and the students' majors.
 - a. The penalty for not submitting electronically or for incorrectly submitting an ePortfolio artifact is a zero for that assignment.
 - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.
- B. Department Policies and Procedures
See Music Department Student Handbook.
- C. Course Policies and Procedures
1. Evaluation Procedures
 - a. Written Assignments 50 points
 - b. Concert Attendance Report 50 points
 - c. Unit Exams (5) 250 points
 - d. Listening Exam 1 50 points
 - e. Listening Exam 2 50 points
 - f. Comprehensive Final Exam 50 points
 - g. A = 500-450, B = 449-400, C = 399-350, D = 349-300, F = below 300
 2. ePortfolio Requirements
There are no ePortfolio requirements for this course

VI. COURSE CALENDAR

WEEKS	UNITS
1-4	Unit I Chapter 1 Sound Chapter 2 Performing Media Chapter 3 Rhythm Chapter 4 Music Notation Chapter 5 Melody Chapter 6 Harmony Chapter 7 Key Chapter 8 Musical Texture Chapter 9 Musical Form Chapter 10 Musical Style
4-6	Unit II The Middle Ages and Renaissance Chapters 1 and 2
6-7	Unit III The Baroque Period Chapters 1-15
8-9	Unit IV The Classical Period

Chapters 1 – 12

Spring Break

10-12	Unit V The Romantic Period Chapters 1-18
12-14	Unit V The Twentieth Century and Beyond Chapters 1-20
14-15	Unit VI Nonwestern Music

Course Inventory for ORU's Student Learning Outcomes

Music Appreciation MUS 300

Fall 2009

This course contributes to the ORU student learning outcomes as indicated below:

Significant Contribution – Addresses the outcome directly and includes targeted assessment.

Moderate Contribution – Addresses the outcome directly or indirectly and includes some assessment.

Minimal Contribution – Addresses the outcome indirectly and includes little or no assessment.

No Contribution – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

OUTCOMES & Proficiencies/Capacities		Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
1	Outcome #1 – Spiritually Alive Proficiencies/Capacities				
1A	Biblical knowledge			X	
1B	Sensitivity to the Holy Spirit				X
1C	Evangelistic capability				X
1D	Ethical behavior				X

2	Outcome #2 – Intellectually Alert Proficiencies/Capacities				
2A	Critical thinking		X		
2B	Information literacy		X		
2C	Global & historical perspectives	X			
2D	Aesthetic appreciation	X			
2E	Intellectual creativity	X			

3	Outcome #3 – Physically Disciplined Proficiencies/Capacities				
3A	Healthy lifestyle				X
3B	Physically disciplined lifestyle				X

4	Outcome #4 – Socially Adept Proficiencies/Capacities				
4A	Communication skills				X
4B	Interpersonal skills				X
4C	Appreciation of cultural & linguistic differences	X			
4D	Responsible citizenship				X
4E	Leadership capacity				X