



**Eastfield Community College
Lakeview Centennial High School
Dual Credit**

Course Syllabus: Music Appreciation

ECC/LCHS Dual Credit Academic Discipline: Music

Course Title: Music Appreciation

Course Rubric: MUSI 1306

Semester Term: Spring 2018

Campus and Room Location with Days and Times: LCHS 1101 M-F 9:07-10:42

Course Semester Credit Hours (SCH): 3 credits

Course contact hours per semester: 48

Course length: Select: Regular Term

Type of Instruction: 3 lecture

Instructor: Da'On Hinton

Contact Information:

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Learning web address: TBA

Course Description

1. MUSI 1306 Music Appreciation: Through discussion led lectures and discovery learning, we will explore the basic elements of music, its literature, value and function in our society today. (3 Lec.)

Coordinating Board Academic Approval Number 5009025126

Course Prerequisites:

DREA 0093 or English as a Second Language (ESOL) 0044 or have met the Texas Success Initiative (TSI) standard in Reading.

Course Goal: To provide an overview of the practical and aesthetic attributes of Western Music. Inclusive to this study will be historical placement with cultural and social relevant events. Instrumentation, tonality, elements of music theory and notation will also serve as reference points. Some of the musical elements will be explored by relevancy to the contemporary culture.

Course Student Learning Outcomes:

1. Upon listening to a piece of music, be able to describe the genre and identify musical elements.
2. Be able to identify the sound of the major instruments in the popular genres.
3. Be able to identify music terms relevant to music genres
4. Be able to discuss the implications of music's effect in culture and society.

Core Curriculum:

This course fulfills the following core intellectual competencies: reading, writing, speaking, listening, critical thinking and computer literacy. A variety of academic experiences are used to develop these competencies.

This course fulfills the core competencies:

Reading: Reading at the college level means having the ability to understand, analyze and interpret a variety of printed materials: books, articles, and documents.

Writing: Writing at the college level means having the ability to produce clear, correct, and coherent prose adapted to a specific purpose, occasion, and audience. In addition to knowing how to use correct grammar, spelling, and punctuation, students should also become adept with the writing process, including how to determine a topic, how to organize and develop it, and how to phrase it effectively for their audience. These abilities are acquired through practice and reflection.

Speaking: Effective speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience.

Listening: Listening at the college level means having the ability to understand, analyze, and interpret various forms of spoken communication

Critical Thinking: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking used to address an identified task.

Computer Literacy: Computer literacy at the college level means having the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology and should have the tools necessary to evaluate and learn new technologies as they become available.

ECC/LCHS Dual Credit Calendar: Per specific Semester; Fall 2017	
Classes Begin	Tuesday, January 2, 2018
Official Day of Record	January 2, 2018
Holidays and Breaks	See GISD calendar
Last day to file for graduation	See LCHS handbook
Last day to drop classes with a grade of W	See LCHS handbook
Instruction ends	June 7, 2018
Final examination	June 7, 2018

Instructor Specific Course Calendar:

Date	Lectures / Topics / Assignments / Projects / Quizzes / Exams
Week 1	Class intro. / Expectations and Norms Discussion
Week 2	You Through Music
Week 3	What You Like/Dislike and Why
Week 4	How Your Listening Has Evolved
Week 5	Summative Discussion On Self And Music
Week 6	Music In Society
Week 7	Examples Of Music Mirroring Society
Week 8	Examples Of Music Mirroring Your Life
Week 9	Music In Culture
Week 10	Describe your Culture's Musical Traditions
Week 11	Summative Discussion of Music in Society and Culture
Week 12	Music Discovery - How to Explore Music Types
Week 13	Music Concerts vs. Recordings
Week 14	Where Your Music Comes From
Week 15	Is Music Valuable? Why?
Week 16	Summative Discussion On What This Class Has Taught You

**Please remember that this syllabus is subject to change.
All changes will be documented by the instructor.**

Instructional Methods:

Methods of instruction may include: lectures, readings (from textbooks, peer-reviewed articles, books, and original source texts), internet videos, slide presentations, video/film presentations, recordings, live performances, demonstrations, and in-class critiques.

Student Assignments:

Assignments/Activities may include: attendance of recitals and/or concerts, written critical responses, projects, quizzes, exams, various assigned readings from textbooks, peer-reviewed articles, books, original source seminal texts; discussions based on various topics related to the major areas of study in Music, debates; writing papers including essays, analyses, reviews, research, comparing and contrasting music theories and perspectives; presentations.

Student Assessments:

Methods of assessment/evaluation may include: Tests and quizzes which may include: listening identification, definitions, matching, multiple choice, true/false, short answer, brief essay, lists; writing assignments, in-class discussions and/or critiques; written papers including critiques, essays, analyses, reviews, research; presentations; group and/or individual projects; other methods as may be determined by individual instructors.

1:1 iPad Requirements

1. Students are to charge their 1:1 device at home nightly, bringing it to school each day with a full charge (classrooms do not have the capacity for students to charge their devices during the day).
2. Use appropriate language in all communications avoiding profanity, obscenity and offensive or inflammatory speech. Cyber bullying, including personal attacks or threats toward anyone made while using either district owned or personally owned technology, is to be reported to responsible school personnel. Communication should be conducted in a responsible, ethical and polite manner.
3. Use technology for school-related purposes only during the instructional day while refraining from use related to commercial or political purposes.
4. Student will NOT attempt to override, bypass or otherwise change the Internet filtering software, device settings, or network configurations.
5. Student will NOT Attempt to locate, view, share, or store any materials that are unacceptable in a school setting. This includes but is not limited to pornographic, obscene, graphically violent, or vulgar images, sounds, music, language, video or other materials. The criteria for acceptability is demonstrated in the types of material made available to students by administrators, teachers, and the school media center.

Institutional Policies and Services

Institutional Policies relating to this course can be accessed from the following link:

<https://www.eastfieldcollege.edu/au/fastfacts/legal/pages/policies-for-syllabi.aspx>

ECC/LCHS Policy Statement: Academic Honesty

You are expected to be familiar with the District's Policy on Academic Honesty, found in the catalog and student handbook. Students are responsible for conducting themselves with honor and integrity in fulfilling course requirements. Penalties and/or disciplinary proceedings may be initiated by officials against a student accused of scholastic dishonesty.

"Scholastic dishonesty" includes, but is not limited to, cheating on a test, plagiarism, and collusion.

Cheating on a test includes:

- Copying from another student's test paper;
- Using materials during a test that are not authorized by the person giving the test;
- Collaborating with another student during a test without authority;
- Knowingly using, buying, selling, stealing, transporting, or soliciting in whole or part the contents of a test that has not been administered;
- Bribing another person to obtain a test that is to be administered.

Plagiarism means the appropriation of another's work and the unacknowledged incorporation of that work in one's own written work offered for credit.

Collusion means the unauthorized collaboration with another person in preparing written work offered for credit.

Violations: Possible punishments for academic dishonesty may include a grade of "0" or "F" on the particular assignment, failure in the course, and/or recommendation for probation or dismissal from the Dual Credit System. A recommendation for suspension or expulsion will be referred to appropriate campus administrator.

Students who wish to appeal a grade penalty should notify the instructional supervisor within 30 working days of the incident. A standing committee appointed by the College Dean of Instruction (Academic or Workforce) will convene to sustain, reduce, or reverse the grade penalty. The committee will be composed of two students, two faculty members, and one instructional administrator. A majority vote will decide the grade appeal and is final.

HCC Grading Information:

Grading percentile: the official HCC grading rubric is as follows:

90–100 percent	A	Exceptionally fine work; superior in presentation, visual observation, comprehension and participation
80–89 percent	B	Above average work; superior in one or two areas
70–79 percent	C	Average work; good, unexceptional participation
60–69 percent	D	Below average work; noticeably weak with minimal participation
Below 60 percent	F	Clearly deficient in presentation, style and content with a lack of participation

The grade of "I" (Incomplete) is conditional. It will only be assigned if at least 80% of the course work is complete. Students receiving an "I," must make an arrangement with the instructor in writing to complete the course work within six months. After the deadline, the "I" becomes an "F." All "I"

designations must be changed to grades prior to graduation. Changed grades will appear on student record as "I"/Grade (example: "I/A").

The grade of "W" (Withdrawal) appears on grade reports when students withdraw from a class by the drop deadline. Instructors have the option of dropping students up to the deadline. After the deadline, instructors do not have that option — not even when entering final grades.