



MUL 2010 | Understanding Music 3 cr. hr.

In this course, students will survey the history of Classical music from Antiquity to the Modern period, focusing on Western Music. The curriculum may also integrate a variety of popular and global styles where appropriate. This course meets the Fine Arts / Humanities requirement. (Offered Fall, Spring, and Summer)

Class Time: Various
Phone: 850-769-1551, Ext. 2821
Office: Amelia Center # 124

Instructor: Dr. Steven DiBlasi
Email: sdiblasi@gulfcoast.edu
Office Hours: By Appointment or See Schedule

Course Learning Outcomes

The broad objective of Understanding Music is to develop an appreciation of music which includes an understanding of musical structure and style, the relationship of music to other disciplines, its application to human concerns, and its historical perspective. Upon completion of this course, students will be able to demonstrate the following competencies:

- Discuss and analyze music using terminology appropriate for the course
- Demonstrate fundamental knowledge of the works of significant composers
- Identify connections between music and other disciplines
- Identify historical styles and periods based on instruments and performance practice

Textbooks and Other Learning Material

- *The Enjoyment of Music, 14th Edition* by Forney, Dell'Anotonio, and Machlis (ISBN 978-0-393-87243-9)
- PDF copies of supplemental reading and (additional) recordings made available via Canvas

Instructor Responsibilities

- **Assistance / Availability**
 - Please do not hesitate to schedule an appointment, stop by during office hours, call, email, or message in Canvas if you have any concerns, questions, or digressions. Your questions are welcome and I am happy to help. You can also reach the Division Chair, Dr. Jennifer McAtee, via email (jmcattee@gulfcoast.edu) or phone (850-872-3887).
 - Getting help early can not only facilitate a successful semester, but also help (re)cultivate connection with the material. My contact information is at the top of the syllabus. You should also feel free to sign up for a time to meet in person on the schedule posted on my office door (Amelia Center - 124).
 - Lastly, don't forget that all classes have the ability to use Canvas to access materials needed for class including lectures, recordings, assignments, discussion boards, quizzes, and exams. If you are new to the Canvas platform, there are extensive [Online Learning](#) and [Canvas](#) specific resources available to help.
- **Credentials**
 - In short, I spent roughly a decade being as nerdy as I could about music and have since spent another decade sharing that nerdiness with anyone interested in listening. If specifics are your thing, I've earned:
 - Doctor of Musical Arts in Collaborative Piano and Music Theory from The University of Memphis
 - Master of Arts in Piano from Jacksonville State University
 - Bachelor of Arts in Theatre and Music from Jacksonville State University
 - Associate in Science in Music from Beville State Community College
- **Response and Grading Time**
 - I will work to respond to all voice mails, emails, and messages within twenty-four hours during the semester we work together. I will also work to never start a new evaluation or assessment until the previous has been returned to you. That means I should be able to regularly get grades back to you within 48-72 hours of their due date.

Student Responsibilities

- **Attendance/Participation**
 - Regular participation in class materials is expected. Course materials for online and in-person classes are released in an intentional order and within a specific time frame that aligns with assessment dates (below). Although frequent, low-risk assessments can help make the grading process more equitable, it would be

preposterous to believe all of the information covered in class could make its way on to a grade somewhere. However, new information rarely does well in a vacuum. The connections we make in discussion boards, listening activities, and personal explorations will make the heavier graded portions of our content all the more accessible to you. As such, extended, uncommunicated absences (for in-person courses as well as extended periods of inactivity in online courses) will result in a lower final grade. When absences are communicated and equitability can be maintained with your colleagues, make-up work will be permitted.

- **Communication**

- Remind yourself that education is a service or good you are investing your resources in. You should absolutely feel entitled to shape it in the way that best serves you as a student. I welcome your input, participation, and feedback throughout the semester. Let's allow the classroom to be more important than either of our egos. Get in touch as often as you can.

- **Critical Thinking**

- Encourage yourself to move beyond an awareness or memorization of the concepts of this course. The potential breadth and depth of the application of our material offers far more than exists on the surface. Exploring how many parallels exist between our discussions and the rest of your day will truly help make the relevance of our efforts all the more worthwhile.

Evaluation and Assessment

Grades will be taken frequently and in a variety of styles in an effort to provide an equitable experience for each student. Assessments will come from discussions, listening and low-risk quizzes, student presentations or papers, and exams. Your final grade will be an average of all of these. An outline of the values and percentages of each assessment would include the following areas:

- 8 group discussions – 5 pts each – 40 pts total \approx 18% of final grade
- 1 student presentation / writing assignment – 50 pts total \approx 23% of final grade
 - 4-step grading process for the presentation with each step counting for 12.5 pts each (see rubric in Canvas)
- 8 low-risk quizzes – 10 pts each – 80 pts total \approx 36% of final grade
- 2 exams – 25 pts each – 50 pts total \approx 23% of final grade

A tentative outline of the due dates of each of those assessments can be seen in the Course Outline below and more information about each of the assessments (including grading rubrics) can be found on Canvas.

Course Outline (tentative)

1. Module I – Materials of Music – Chapters 1-14 – Weeks 1 and 2
 - First Group Discussion Due
 - First Low-Risk Quiz
2. Module II – Middle Ages and Renaissance – Chapters 15-22 – Weeks 3 and 4
 - Second Group Discussion Due
 - Second Low-Risk Quiz
 - Step One of Project Due
3. Module III – Baroque Era – Chapters 23-30 – Weeks 5 and 6
 - Third Group Discussion Due
 - Third Low-Risk Quiz
 - Step Two of Project Due
4. Module IV – Eighteenth-Century Classicism – Chapters 31-38 – Weeks 7 and 8
 - Fourth Group Discussion Due
 - Fourth Low-Risk Quiz
 - Midterm Exam
5. Module V – Nineteenth Century – Chapters 39-54 – Weeks 9 and 10
 - Fifth Group Discussion Due
 - Fifth Low-Risk Quiz
 - Step Three of Project Due
6. Module VI – Modernism – Chapters 55-64 – Weeks 11 and 12
 - Sixth Group Discussion Due
 - Sixth Low-Risk Quiz
 - Final Step of Project Due
7. Module VII – Postmodernism – Chapters 65-74 – Weeks 13 and 14
 - Seventh Group Discussion Due

- Seventh Low-Risk Quiz
- 8. Module VIII – Review – Guided Lectures – Week 15
 - Eighth Group Discussion Due
 - Eighth Low-Risk Quiz
 - Final Exam

Accessibility Statement

Gulf Coast State College supports an inclusive learning environment for all students. If there are aspects of the instruction or design of this course that hinder your full participation, reasonable accommodations can be arranged. Prior to receiving accommodations, you must register with Student Accessibility Resources. Appropriate academic accommodations will be determined based on the documented needs of the student. For information regarding the registration process email sar@gulfcoast.edu or call 850.747.3243.

Student Support and Policies

Further details about Student Rights & Responsibilities, Academic and Privacy Policies, and Grading or Withdrawal Dates and Procedures can be found in the [Gulf Coast Catalog](#). Do not hesitate to reach out with questions or clarification on any of the policies, especially how they relate to this course. I'd like to draw your attention to a few passages in particular:

- **Academic Integrity** – Honest participation in academic endeavors fosters an environment in which optimal learning can take place and is consistent with the College's mission. Academic misconduct, including cheating and plagiarism, is destructive to the spirit of an educational environment and therefore cannot be condoned.
- **Attendance** – Regular class attendance and participation are significant factors that help to promote success in college. Students are expected to attend all class meetings of all courses for which they are registered. You are expected to know the instructor's specific attendance policy, as stated in the syllabus for each course. In the event of absence, you should contact your instructor as soon as possible to indicate the reason and to inquire whether make-up work is possible. (Make-up work is offered solely at the discretion of your professor.)
- **Withdrawals** – Two withdrawals are permitted per credit course. After that, a grade will be assigned. Please be concerned about withdrawals. When admitting students into certain programs, universities may calculate withdrawals as grades. It is your responsibility to verify the effects of enrollment and/or withdrawal upon your financial assistance (financial aid, scholarships, grants, etc.).