Instructor: Denise R. Apodaca
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Office Hours: TBA and by appointment
Cell and Text: (970) 372-8759

Official class communication; announcements, grades, etc., will also be posted on Canvas. Please check Canvas regularly.

Course Description:

Music is among the many artistic expressions created by society. This course will investigate historical, societal, structural, and stylistic background of many genres of music and how each genre of music connects to one another. The social influence of music is vast. Music gets inserted into almost every group activity. It gets played at large arenas where we gather to watch sports. We have soundtracks for political campaigns, tv shows, movies, stores, elevators, and workplaces. It frames the tv news. Music plays in our cars, on airplanes and in our earplugs. We use it to offset a romantic dinner, to mourn at funerals, to praise our gods, to get married, and to workout at the gym. And then there’s dancing and concert going. These activities define our cultural identity, our happiness, our sadness. It defines our protests. It tells our stories. Its’ social influence is ubiquitous. It frames our mood and tells us how to feel. We live in a social era that is saturated with musical soundtracks, we barely notice them, but we keenly notice their absence and swiftly plug every silence hole. The goal of the class is to explore the impact that music has on society. This course will study music through classical and popular genres and will help the student to thoroughly discuss, intelligently listen, and more completely comprehend all music. We will also visit the University Center for the Performing Arts for a day in the keyboard lab. An introductory keyboard lesson will also lead to final performances and presentations in Organ Hall.

Upon completion of this course, students should have:

- An awareness of music with regards to cultural and historical significance
- An ability to discuss instrumentation, form, function, style, and genre
- A broadened view of music as an art form
- Knowledge of the development of western music and its impact on music today
- An understanding of the musical elements involved in contemporary music styles
- The opportunity to apply theoretical knowledge through live concert attendance
- The understanding to write about music using relevant terminology
- The knowledge to identify representative examples of music from different eras and genres
- The ability to critically assess musical works regardless of personal taste
- To develop students' interpersonal, organizational, and leadership skills through group interaction and open communication.

Required Texts:
Forney, K. *The Enjoyment of Music* New York: W.W. Norton & Company

Canvas platform
Class materials, homework assignments, discussion assignments, oral presentation, research paper, grades, and other information critical to your success in this course are located on Canvas.

COURSE SCHEDULE: TOPICS, READINGS, AND OTHER ACTIVITIES
Week 1
(Jan. 22-25)
- Part 1 Begin (Chapter 1-5)
- Introductions & Explanations & Questions
- Determine dates for presentations
- In-class response 1; Introduction, Syllabus
- What is Music? Artistic Principles, Elements of Music
Pitch, Notation, Rhythm, Melody, Harmony

Week 2  
Part 1 (Chapter 5-10)  
(Jan 28-31)  
Discuss speech strategies and group presentations  
Defining Music  
Instruments, Ensembles  
Full Sentence Outlines Discussed

Week 3  
Part 1 (Chapter 10-13)  
(Feb 4-8)  
Read and discuss  
Music and the effects of society  
Philanthropy  
Personal Protest  
PICC self-evaluation completed by today

Week 4  
Part 2 (Chapter 13-15)  
(Feb. 11-15)  
Music and Medicine  
The healing effects of music as seen in Music Therapy, Cancer, Parkinson’s and Alzheimer’s patients  
Concert and First Performance Report Discussion

Week 5  
Part 2 (Chapter 15-17)  
(Feb. 18-22)  
Medieval  
Renaissance  
Trip to UCA Keyboard Lab  
Concert and First Performance Report Discussion

Week 6  
Part 2 (Chapter 17-20)  
(Feb. 25-28)  
Baroque  
Classical  
Trip to UCA Keyboard Lab  
Peer Review Activity  
First Performance Report Due

Week 7  
Part 3 (Chapter 21-23)  
(Mar. 4-8)  
Romantic  
Impressionism  
A proposal for the final paper

Week 8  
Part 3 (Chapter 24-25)  
(Mar 11-15)  
Early 20th Century  
Blues  
Peer review activity  
Bring Argumentative Paper working drafts to class for workshop

Week 9  
Part 3 (Chapter 26-28)  
(Mar 25-29)  
World and Cultural influences  
Confirm Presentation topics; class discussion  
Peer review activity  
Second Performance Report Due
Week 10  Part 4 (Chapter 29-32)  
(Apr 1-5) Early Jazz  
Big Band/Swing  
Later Jazz/Bebop  
Trip to UCA Organ Hall for class performances  
Mid semester performance evaluation  
Argumentative paper versions #1 due; peer review at class

Week 11  Part 4 (Chapter 33-36)  
(Apr 8-12) Folk  
Country  
Presentations

Week 12  Part 5  
(Apr 15-19) African American Pop  
Instruction for final essay- writing and research  
Presentations

Week 13  Part 6  
(Apr 22-26) Music and Film  
Presentations

Week 14  Part 7  
(Apr 29-May3) Final Speeches  
Workshop Papers (Version #2); bring both versions to class

Week 15  Final Speeches  
Conclusion and wrap up  
Final Critical Analysis and Research Writing Projects  
Argumentative Paper due, polished perfected Version #2—follow Canvas

Course Policies, Procedures, Expectations

Leadership Participation: In order to demonstrate leadership, students are required to participate with all aspects of the class, be on time and attend the entire class session. Students are expected to engage in appropriate initiative, to interact in class discussions, bring in suitable questions for class, make pertinent comments, ask relevant questions, be respectful of other class members, etc.

➢ Leadership Participation Grade Rubric: Students will have the opportunity to have input into their participation grade through a self-evaluation at the beginning of the semester, documentation during the semester and evaluation of improvement goals at the conclusion of the semester. Grading will be based on the level of class participation and improvement during the semester.

Communication: As professionals in training, learning to communicate with professors, colleagues, and the public is part of your education at Colorado State University. All of your written correspondence should be professional.

- University-sanctioned events, illness, family emergencies, etc. are considered excused absences if I am notified in a timely manner.

You are expected to demonstrate respect to your professors, colleagues and presenters at all times. Showing respect is demonstrated through the ways you communicate, as well as your ability to listen.

Open-mindedness:
Music, and art in general, is subjective. One of the primary goals of this class is to offer the student the tools with which to explore music that may be new to him/her, and to create a framework of evaluation of music from a broad spectrum of cultures that should serve a lifetime. Be mindful of others’ opinions and feelings; you may or may not agree with them.

ASSIGNMENTS

Class Participation – 10%
Attendance is mandatory. Any absences must have prior approval by the instructor; unexcused absences receive 0 points for that time period. Participation is graded according to the criteria in the Participation Rubric (appended) over seven 3-4 week intervals.

Honors competencies self-assessment. Honors seminars are intended to assist student competencies in critical thinking; creativity and problem solving; interdisciplinary learning integrated with global &/or cultural viewpoints and professionalism, interpersonal skills, & emotional intelligence. The assignment is due at the end of Week 4. Students must include comments for all four categories for full credit.

This assignment addresses the University Honors Program competencies of critical thinking and professionalism, interpersonal skills, & emotional intelligence.

Discussion assignments - 10%
Each student is responsible for facilitating one discussion session based on the assigned readings and/or a given culture for that week. Weekly discussions will be facilitated by teams of two students on each Monday. Teams and topics/dates will be assigned during the first weeks of class. We will also dedicate class time to prepare you to facilitate/lead class discussions. Each team will be responsible for completing all readings and research with enough time to meet with their teammate and generate 12-15 discussion questions. The questions need to stimulate thought provoking and engaging dialogue about the content read by the class. You may also design interactive activities to demonstrate concepts from readings, show short video clips, etc. Feel free to be creative, but always run ideas by me first. Class discussions should last approximately 60 minutes. Resources for leading group discussions are available on Canvas. One copy of the discussion questions must be submitted by email by Friday before you lead the discussion.

In addition, students will listen to music, watch a video and/or see a live performance during class and will be asked to write a short writing sample based on what they see, hear and feel. These writing sample are intended to help the students think critically about the music and cultures we will be examining. Much of what we will be doing will involve active listening and evaluation of a wide variety of music. Students’ input and opinions are not only valued, but, required.

This assignment addresses the University Honors Program competencies of critical thinking; creativity and problem solving; and professionalism, interpersonal skills, & emotional intelligence.

Oral Presentation -20%
Students deliver an extemporaneous persuasive speech of 7-8 minutes in length, respectively. The purpose of the speech is to persuade, not inform. Speeches must flow logically and be evidence-driven. A full sentence outline with complete bibliography is required for the final speech.

Peer Evaluation. Each student is evaluated by two other students. Canvas will randomly assign students to evaluate. You are to complete the grading rubric provided by the due date. The scores from the peer reviews will be included in the oral presentation grade.

This assignment addresses the University Honors Program competencies of critical thinking; interdisciplinary learning integrated with global &/or cultural viewpoints; and professionalism, interpersonal skills, & emotional intelligence.

Final Group Presentation -20%
Students will be formed into small groups and will choose a culture, region, or genre.

2 Performance Reports -20%: Rather than just speaking about the music, we will be active participants in a musical experience. During the semester, we will go to at least two performances and write a review on each performance. The idea is to use the critical thinking and artistic discrimination skills that we will be learning for class “in the field.”
and 2- Each are a formal analysis paper (4 pages—10% each). Details and guidelines will be handed out in advance of the due date over the course of the semester.

This assignment addresses the University Honors Program competencies of critical thinking; creativity and problem solving; and interdisciplinary learning integrated with global &/or cultural viewpoints.

Analytical Research Paper-20%
Research paper (8-10 pages or 2500 words plus references) on a topic that analyzes, interprets, and evaluates an aspect of the course content. The topic may be based on the oral presentation, or it may be on a different topic. A proposal for the paper is due at the end of Week 7.

This assignment addresses the University Honors Program competencies of critical thinking and interdisciplinary learning integrated with global &/or cultural viewpoints.

Evaluation System
The assignments that are used to evaluate student learning are:
1. Discussion question assignments (10% of grade). Weekly one-page writing assignment on readings (10 total).
2. Two writing projects (20% of grade). Writing assignments (5-10 pages each) can be in the form of a traditional academic essay, personal essay, creative nonfiction, fiction, poetry, or art/design project with narrative.
3. Formal group presentation (20% of grade). Presentation relevant to the class content.
4. Formal individual persuasive speech (20% of grade).
5. Final argumentative writing project (20% of grade).
6. Participation (10% of grade). This includes the PICC self-assessment.

GRADING

<table>
<thead>
<tr>
<th>Seminar Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Participation</td>
<td>10%</td>
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<tr>
<td>Discussion assignments (10)</td>
<td>10%</td>
</tr>
<tr>
<td>Writing projects (2)</td>
<td>20%</td>
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<tr>
<td>Final analytical research paper (1)</td>
<td>20%</td>
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<tr>
<td>Final Group Presentations (1)</td>
<td>20%</td>
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<tr>
<td>Formal Speech</td>
<td>20%</td>
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<tr>
<td>Total</td>
<td>100%</td>
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Grade distribution (plus/minus grades may be used):

- 90-100%  A
- 80-89%   B
- 70-79%   C
- 60-69%   D
- <60%     F

Incomplete
The grade of “I” is a temporary grade awarded to indicate that for reasons beyond the student’s control or that the student could not have reasonably have anticipated, he/she could not complete the requirements for the course. When an instructor assigns an “I,” he/she shall specify in writing the requirements the student shall fulfill to complete the course. After one year, or at the end of the semester in which the student graduates (whichever comes first), an “incomplete” grade will automatically changed to an “F” grade unless the course has been completed and the grade change submitted. The student must be in good academic standing in the class in order to receive an incomplete. (CSU Faculty Council policy)

Late Assignments Policy
All assignments are due in class on the date due. Late assignments are not accepted unless there are genuine extenuating circumstances or other situations where arrangements have been made in advance.

Resources
The CSU Writing Center is an excellent resource to support the development of your writing skills throughout your
college career. While students are not required to access services, you are strongly encouraged to seek consultation on your writing projects required for this course. In addition to contact information, there are useful resources available on their website: http://writing.colostate.edu/.

The Morgan Library reference librarians can direct you to books and articles for the research paper and the oral presentation. I recommend contacting Rob Sica, Social Sciences and Humanities Liaison, Morgan Library 154, rob.sica@colostate.edu, 970.491.1047.

Absence Policy
If you are ill or unable to attend class, you must contact the instructor in advance. It is your responsibility to contact a classmate to get information discussed in class. It is good practice to always have the phone number and email address of at least two students in your class. You can request this information from classmates and write it below.

Accommodations for disabilities
Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 requires Colorado State University to provide academic adjustments or accommodations for students with documented disabilities. Students seeking academic adjustment or accommodations must self-identify with the Office of Resources for Disabled Students (ORDS). You may call for an appointment at: 491-6385 or stop in at 100 General Services Building. After meeting with ORDS staff, and based on their recommendations, students are encouraged to meet with their instructors to discuss their needs, and if applicable, any lab safety concerns related to their disabilities.

Academic and Professional Honesty Policy
This course adheres to the Academic Integrity Policy of the Colorado State University General Catalog {Page 7} and the Student Conduct Code. Honors students enrolled in this course are held to high standards of integrity. Academic integrity is expected within all assignments for this course. Students will be required to make an honor pledge to complete this course. The honors pledge will be completed as a class. For more information about academic integrity, please visit: http://learning.colostate.edu/integrity/.

It is expected that students will use their own knowledge and skill for assignments unless directed to do otherwise. Incidents of cheating, plagiarism or knowingly providing false or incorrect information are considered serious and will be treated seriously. Consequences of these incidents are at the discretion of the faculty member involved and may consist of confiscation of assignments, an F grade, or reporting to the CSU Student Conduct office. It is expected that students will demonstrate concern for others, respect the confidentiality of information about, the property of and the decisions made by others.

Reporting student disclosures of interpersonal violence
CSU’s Discrimination, Harassment, Sexual Harassment, Sexual Misconduct, Domestic Violence, Dating Violence, Stalking, and Retaliation policy designates faculty and employees of the University as “Responsible Employees” (https://oeo.colostate.edu/title-ix-sexual-assault-sexual-violence-sexual-harassment/). This designation is consistent with federal law and guidance, and requires faculty to report information regarding students who may have experienced any form of sexual harassment, sexual misconduct, relationship violence, stalking or retaliation. This includes information shared with faculty in person, electronic communications or in class assignments. As “Responsible Employees,” faculty may refer students to campus resources (see below), together with informing the Office of Support and Safety Assessment to help ensure student safety and welfare. Information regarding sexual harassment, sexual misconduct, relationship violence, stalking and retaliation is treated with the greatest degree of confidentiality possible while also ensuring student and campus safety.

- Any student who may be the victim of sexual harassment, sexual misconduct, relationship violence, stalking or retaliation is encouraged to report to CSU through one or more of the following resources:
  o Emergency Response 911
  o Deputy Title IX Coordinator/Office of Support and Safety Assessment (970) 491-1350
  o Colorado State University Police Department (non-emergency) (970) 491-6425
## Competencies for Honors Students Exercise (“PICC” feedback)

The CSU University Honors Program has identified four general competencies that should be incorporated in each Honors seminar. These skills include
1. Professionalism, interpersonal skills, and emotional intelligence;  
2. Interdisciplinary learning integrated with global and/or cultural viewpoints;  
3. Critical thinking; and  

This is a two-stage process. First, students complete a self-evaluation of these skills at the beginning of the semester. Second, at the end of the semester instructors will provide feedback for each student, based on assignments and activities. The feedback is part of the University Honors Program; it is for advising purposes only and is confidential. It is not part of a student’s grades or academic record. A standardized rubric is used to provide feedback for growth in these areas and to measure the Honors Programs progress in helping students to develop these skills through their academic career. The feedback categories and activities/assignments used to evaluate students are listed below and noted in the assignment descriptions.

<table>
<thead>
<tr>
<th>Skill Category (PICC)</th>
<th>Relevant Course Activities &amp; Assignments</th>
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| **1. Professionalism, interpersonal skills, & emotional intelligence:** Student acts ethically & positively to foster a supportive instructional or work environment. Has the emotional intelligence (ability to perceive, evaluate, & manage emotions) & interpersonal skills to work effectively with others. | • Leadership and Class Participation  
• Formal Speeches  
• Small Group Presentations  
• Peer Reviews and conduct  
• Music Field Work and Concerts |
| **2. Interdisciplinary learning integrated with global &/or cultural viewpoints:** Integrates diverse knowledge, perspectives, &/or skills into arguments &/or strategies; is aware of and can clearly incorporate global &/or cultural perspectives to an argument or issue. | • Leadership and Class Participation  
• Formal Speech  
• Small Group Presentations  
• Global Discussions  
• Writing projects  
• Final research paper  
• Music Field Work and Concerts |
| **3. Critical thinking:** Student advances a position with specific theses or hypotheses & can conceptualize ideas or lines of thought. Conclusions and related outcomes acknowledge complexities of an issue (implications and consequences) and recognize differing points of view. Formulates & develops claims with sufficient support, including reasoning, evidence, & persuasive appeals, & proper attribution where necessary. Uses written and oral communication effectively in persuasive arguments. | • Leadership and Class Participation  
• Formal Speech  
• Small Group Presentations  
• Writing projects  
• Final research paper  
• Peer Reviews |
| **4. Creativity & problem solving:** Creatively applies discipline-based and/or cross-discipline-based knowledge to discover and design a variety of forms often using a problem-solving strategy | • Leadership Participation and Discussion Initiation  
• Formal speech  
• Small Group Presentations  
• Writing Projects |

Instructions for completing the student self-evaluation using online PICC form:

1. Click this [link](#), or go to [honors.colostate.edu/picc](http://honors.colostate.edu/picc) in your web browser.
2. Log in with your eName and password.
3. Click on the blue “Create New” button at the top of the page to bring up the PICC Entry Form.
4. At the top of this new page is a link to the full PICC rubric, which you should review before completing the form.
5. The Assessment Type, Student, and Semester fields should be filled in for you.
6. Choose your instructor from the drop down menu.
7. Choose the course for which you are filling out this evaluation from the drop down menu.
8. Choose the level (B, D, P, and M, for basic, developing, proficient, and mature, respectively) for each of the four skill categories. Note that comments justifying why you chose this level are required.
9. If you have any general comments, add them to the general comments field. This field is optional.
10. Once you have checked to ensure the form is correct, click the ‘Submit’ button. All done!
If you have any questions or technical problems, email Honors Tech Support at honorstechsupport@colostate.edu
# PARTICIPATION GRADING RUBRIC

Participation is graded on a scale from 0 (lowest) through 4 (highest), using the criteria below. The criteria focus on what you demonstrate and do not presume to guess at what you know but do not demonstrate. This is because what you offer to the class is what you and others learn from. I expect the average level of participation to satisfy the criteria for a "3".

<table>
<thead>
<tr>
<th>Grade</th>
<th>Criteria</th>
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<tbody>
<tr>
<td>0</td>
<td>Absent.</td>
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| 1     | Present, not disruptive.  
Tries to respond when called on but does not offer much.  
Demonstrates very infrequent involvement in discussion. |
| 2     | Demonstrates adequate preparation: knows basic case or reading facts, but does not show evidence of trying to interpret or analyze them.  
Offers straightforward information (e.g., straight from the case or reading), without elaboration or very infrequently (perhaps once a class).  
Does not offer to contribute to discussion, but contributes to a moderate degree when called on.  
Demonstrates sporadic involvement. |
| 3     | Demonstrates good preparation: knows case or reading facts well, has thought through implications of them.  
Offers interpretations and analysis of case material (more than just facts) to class.  
Contributes well to discussion in an ongoing way: responds to other students’ points, thinks through own points, questions others in a constructive way, offers and supports suggestions that may be counter to the majority opinion.  
Demonstrates consistent ongoing involvement. |
| 4     | Demonstrates excellent preparation: has analyzed case exceptionally well, relating it to readings and other material (e.g., readings, course material, discussions, experiences, etc.).  
Offers analysis, synthesis, and evaluation of case material, e.g., puts together pieces of the discussion to develop new approaches that take the class further.  
Contributes in a very significant way to ongoing discussion: keeps analysis focused, responds very thoughtfully to other students’ comments, contributes to the cooperative argument-building, suggests alternative ways of approaching material and helps class analyze which approaches are appropriate, etc.  
Demonstrates ongoing very active involvement. |