

MUSIC APPRECIATION

3W1 WINTER, 2019 • MUMH2040.451/.452 • 17259 • ONLINE

Instructor:

Dr. April L. Prince

Email:

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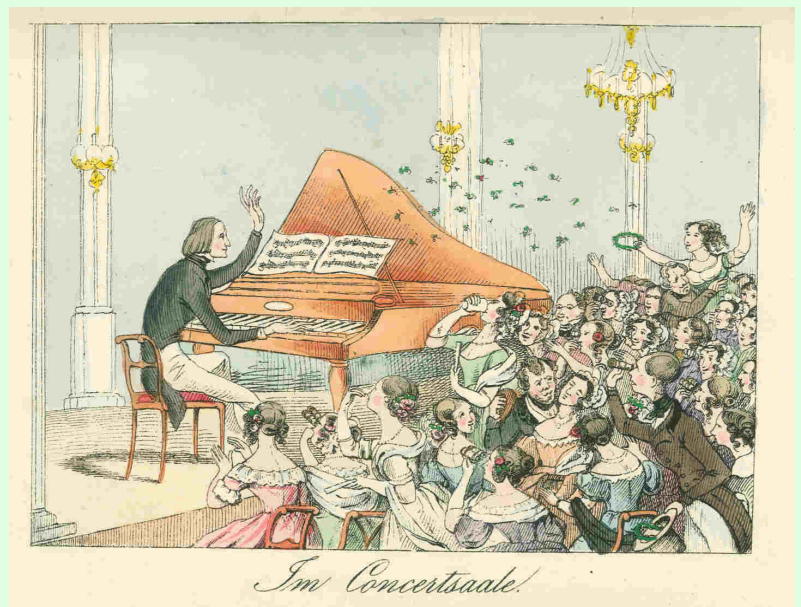
Virtual Office Hours:

MTWTh: 2-3pm

Learning Objectives

UNT CORE OBJECTIVES

- Critical Thinking
- Communication
- Social Responsibility
- Teamwork



COURSE OBJECTIVES

- Students will investigate the construction of the Western art music canon and, subsequently, the creation of art music “masterpieces.”
- Students will rethink the power of a chronological, canon-oriented, musical experience by listening to music in a way that focuses on musical aesthetics across time, space, and genre.
- Working as a team, students will explore an aesthetic-based concept of music; collaborate to identify a new music element; construct a group essay to explore and justify this element; and curate a playlist that accompanies this new element.

THE HOW: MATERIALS, ASSIGNMENTS

READING

- Ben Ratliff, *Every Song Ever: Twenty Ways to Listen in an Age of Musical Plenty*
- Lots of stuff on the internet

ASSIGNMENTS

- Course Overview Quiz **25 points**
- Unit Quizzes **250 points**
- Writing Assignments **400 points**
- Final Group Essay & Playlist **325 points**

HOW DO I TURN THINGS IN?

All assignments are due to Canvas at 11.59pm on certain days of the week. Make sure you follow the guidelines on how to upload your assignment properly to Canvas.

Check **Syllabus Appendix I: Assignment Packet and the Canvas interactive syllabus** for more information on assignments and due dates. This appendix is contained within this document...keep scrolling!

TECHNOLOGY

- Canvas
- Wakelet

GRADING

1000-point scale

900-999	A - Awesome!
800-899	B - Right on!
700-799	C - Passing
600-699	D - Barely
0-599	F - Come on, now.



THE WHAT & WHEN: PREPARATION, DUE DATES

WHAT DO I DO, WHEN?

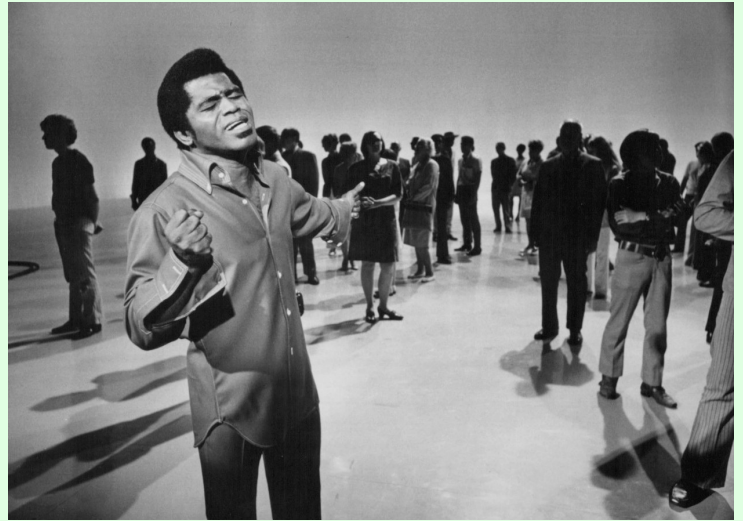
- This is an online **course**. All of your work will be completed via the Canvas interface.
- Each Canvas module begins with an introduction, which outlines your **tasks** for the week. This list tells you what is due when!
- Each module ends with a **checklist**, to make sure you're on track!

WHEN DO I TURN STUFF IN?

- **Course Overview Quiz:** Week 1
- **Unit Quizzes:** Weeks 1 & 2
- **Writing Assignments:** Weeks 1 & 2
- **Group Activities:** Weeks 1 & 3
- **Final Essay & Playlist:** Week 3

DON'T GET LEFT BEHIND

This class is an intensive 3-week winter session. Each module equals one week of class. Given the intensive nature of this course, it's important you stay on track and complete your work in a timely manner!



PLAGIARISM

If you plagiarize your work, you will receive **no** credit for it, and I will report the infraction to the Dean of Students. If I think it is somehow accidental, I **may** allow you to rework the assignment for partial credit. You can see my full policy in **Syllabus Appendix II: Policies and UNT Policies** in the Course Overview Module.

LATE WORK

Because of the accelerated nature of this course, late work will only be accepted up to 24 hours after the due date.

MUMH2040.451/.452
 Online: Winter Session (3W1)
 Dr. April Prince
april.prince@unt.edu
 Syllabus Appendix I: Assignment Packet

Assignment	Point Breakdown	Total Points for Category
Quizzes		275 (27.5%)
Course Overview Quiz	25	
Unit Quizzes 2x125points each	250	
Writing Assignments (Individual)		
2x200 points each Week 1: Blog Week 2: Album Review	400	400 (40%)
Final Essay (Group)		
Group Planning Sessions 4x25 points	100	
Group Assessment	25	
Final Essay	150	
Playlist	25	

Grade Equivalence

The grade of "A" will be assigned for excellent academic work. A grade of "B" will be assigned for good work. A grade of "C" will be assigned for fair work. A grade of "D" will be assigned for work that minimally passes. A grade of "F" will be assigned for failing work. (<http://registrar.unt.edu/grades/understand-your-grade-report>) Grades will be calculated according to the following scale:

900-1000 A 800-899 B 700-799 C 600-699 D 0-599 F

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Online: Winter Session (3W1)

Quizzes: Assignment Guidelines

Course Overview Quiz

Due: End of Day 3 (Wednesday @ 11.59pm)

Unit Quizzes

Due: End of Weeks 1 and 2 (Sunday @ 11.59pm)

Course Overview Quiz

At the end of Day 3, you will complete a short, 11-question quiz over the course syllabus and general course content. This quiz will not be timed, and any informational item or document contained in the syllabus and on Canvas is fair game for the quiz, so make sure you peruse the course carefully and thoroughly. You will have two attempts to complete this quiz.

There will be 11 multiple choice, true/false, and short essay questions. Each question is worth two-five points.

Unit Quizzes

At the end of each unit, you will take a quiz that asks you to reflect on that material more comprehensively.

- Unit 1 Quiz: End of Week 1 @ 11.59pm (Sunday)
- Unit 2 Quiz: End of Week 2 @ 11.59pm (Sunday)

Quizzes will be short-essay, multiple-choice, and true/false. Quizzes will not be timed, and any material discussed in assigned readings and online modules is fair game. Typically, quizzes will contain **twenty-five, three-point questions**, which will be multiple-choice and true-false format, and **five, 10-point questions**, which will be short essay format. You will have two attempts to complete each quiz.

Because of the accelerated nature of this course, quizzes can only be accepted 24 hours late. Each quiz has a 24-hour grace period, meaning you can submit up to 24 hours late without penalty.

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Online: Winter Session (3W1)

Writing Assignments: Assignment Guidelines

Due:

Writing Assignment: Fridays of Weeks 1-2 (Fridays @ 11.59pm)

Comments: End of Weeks 1-2 (Sundays @ 11.59pm)

General Information

Over the course of this short semester, you will complete two individual writing assignments. The first writing assignment is a blog-type response to a series of questions. The second writing assignment is a review of an album of your choice. You will post your writing assignment to our class discussion board, peruse your classmates' assignments, and comment on at least two other assignments. You cannot comment on or view classmates' posts until you post your own work.

Schedule

Writing assignments are due on Fridays at 11.59pm during weeks 1 and 2. You are also expected to interact with your classmates and peruse their assignments. These comments should be around 150-200 words. When commenting, please make sure to stop first at posts that don't have many/any comments. We want to make sure that everyone both gives and receives feedback. You must comment on at least **two other submissions** by Sunday at 11.59pm.

Formatting & Submission Guidelines

Each writing assignment has unique submissions guidelines. Please see the guidelines outlined below.

Because of the accelerated nature of this course, weekly writing assignments can only be accepted 24 hours late. Each assignment has a 24-hour grace period, meaning you can submit up to 24 hours late without penalty.

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Writing Assignment 1
Blog Post

General Information

You will submit your blog post as a word document or pdf, so that your classmates can open and read. You should aim for an interactive type post that includes images, links, and pointed content.

Formatting and Submission Guidelines

Your blogs should be around 3-4 pages, doubled-spaced, and typed in 12-point Times, Arial, or Cambria font with 1" margins on each side of the page. Feel free to write in more informal, "fun" language of a blogger – with no fluff! Please submit directly to the Canvas discussion board.

Required Content

Your blog post should include the following:

- **Title:** Your title should encapsulate your main focus.
- **Question Responses:** You should include a pointed response to each question. Your responses should be substantial, in order to reach the 1000-word requirement. Please include headings for "Question Set 1" and "Question Set 2."
- **Quotes:** Each prompt below will ask you to engage with Module 1's big concepts and reading assignments. This blog has a few associated reading assignments, all noted below and in Module 1. Your blog should incorporate at minimum **five substantial quotes** from these readings that relate to your interpretation and understanding of the prompt; these quotes should also bring together the content on your wake. *Please either incorporate your quotes in the body of your text, or set the quotes off throughout your blog post. Please cite your quotations by placing a brief parenthetical reference.*
- **Images:** You should have at least **two images** that express your interpretation of the prompt. Please caption and credit images that are not your own. For example: You could include images of the ensemble, artist, composer you're considering, etc.
- **Media (Videos + Musical Examples):** You should have at least **four musical examples** that engage with your interpretation and reaction to the prompt. You can include links to Spotify tracks/albums or YouTube videos. Please make sure your links "work", so that your classmates can access these examples.

Blog Prompt

Prompt: This week we worked to both define and interrogate the Western Art Music Canon. We considered the basic parameters, while thinking through not only the exclusionary aspects, but also considering how we can "fix" the canon. In this week's writing assignment, I'm asking you to define, reflect on, and interrogate this powerful construct. To achieve this gargantuan (ha!) task, I'm asking you to complete certain activities and reflect on these activities. Please group each "question set" individually under its own heading.

Associated Readings: "If History is Written by the Victors," "Structural Listening," "Wikipedia: Western Canon," "Six Easy Ways to Immediately Address Racial and Gender Diversity in Your Music History Classroom," "Literary Canons Exclude Works," "A New Canon"

Question Sets:

Question Set 1: (500-750 words)

Find an "art music" organization on YouTube. (I've listed several below.) Select one of the concerts from their 2016-2017 season and watch it. Try to watch at least *one entire piece* or at least a *long excerpt*. (Make sure you know what it is the organization is playing! Check the YouTube comments for programming notes.) You might also peruse interviews with conductors, orchestra members, and other supporters to get a sense of the institution and its goals.

- [Dallas Symphony Orchestra](#)
- [New York Philharmonic](#)
- [Berliner Philharmonic](#)
- [London Symphony Orchestra](#)

- [Royal Concertgebouw](#)
- [San Francisco Symphony](#)
 - o What kind of music is this institution programming this season? Is this music part of the Western art music canon as you understand it? How do listeners behave in this environment? How is the work of art treated? What aspects of the music stood out to you the most?
 - o Now, visit the website of the organization you chose to listen to. Look at their repertoire, and explore what they're playing for this upcoming 2017-2018 season. Take a listen to some of the pieces via Spotify or Youtube. You can find a listing [here](#).
 - o What kinds of *music is missing*? How does the group "innovate" musically? By performing popular music? By performing a few pieces outside of the canon? In other words, does the group have a solid canonic musical base, but do they also try to encourage different kinds of audiences?
 - o Can you connect with this kind of concert experience? Why or why not? Why does this music matter (or not) to you? Can you see traces of the music you love in this "canonic" music? Why or why not?
 - o What kind of music would you like to see performed? (In other words, what kind of music would make you buy a ticket to a concert of this organization?)

Question Set 2: (500-750 words)

Ann Powers created a new canon of popular music that puts women at the center. For this final portion of your blog, I want you to review the associated reading and answer the following questions:

- What problem is Powers trying to address? What are the problems in creating new lists? What are the benefits? What are the parameters of this new women-centric canon? What were the criteria?
- Finally, I would like you to choose an album to include on the list. (Make sure the album isn't already on the [list!](#)) As Powers and her colleagues, your album should focus on artists that "identify as female." You can also "[include albums] by mixed-gender bands, like Fleetwood Mac and X, that...relied on women's creativity for their spark." You can rely on some of the qualities your group identified for "masterpieces." Check out each album's short descriptive/criteria for inclusion. You'll want to model your rationale on the various criteria Powers lists under each album. Please include the information:
 - o Artist/Album/Year
 - o Link to representative song (YouTube/Spotify)
 - o Why does this artist "deserve" to be on this list?
 - o What are four specific musical aspects that make this artist exceptional? Point to at least two specific ways the song you chose embodies these important aspects.

Grading

Your blog will be graded based on the criteria outlined below.

Criteria	Advanced	Proficient	Developing	Beginning
Content & Creativity	Posting provides insight, understanding, and reflective thought about the topic building a focused argument around the assigned prompt. AND Incorporates five specific references to assigned reading from the week as appropriate, by including detailed paraphrasing and quotations.	Posting provides moderate insight, understanding, and reflective thought about the topic by building a relatively focused argument around the assigned prompt. OR Incorporates three-four specific references to assigned reading from the week as appropriate, by including detailed paraphrasing and quotations.	Posting provides minimal insight, understanding, and reflective thought about the topic by building a relatively focused argument around the assigned prompt. OR Incorporates one-two specific references to assigned reading from the week as appropriate, by including detailed paraphrasing and quotations.	Posting provides no evidence of insight, understanding, and reflective thought about the topic AND Fails to incorporate specific references to assigned reading from the week as appropriate, by including detailed paraphrasing and quotations.
Points	95	80	70	50

Writing Style/Voice	Posting reflects the author's unique personality through expressive and carefully selected word choices that bring the topic to life succinctly and with flare AND Posting is free of grammatical, spelling, and punctuation errors. The style of writing facilitates communication.	Posting reflects a bit of the author's unique personality through word choices that attempt to bring the topic to life succinctly AND Posting is relatively free of grammatical, spelling, and punctuation errors. The style of writing generally facilitates communication.	Posting reflects almost no personality and little attempt is made to use effective word choices that bring the topic to life OR Posting includes some grammatical, spelling, and punctuation errors that distract the reader.	Posting does not reflect the author's personality and word choice does not bring the topic to life. OR Posting includes numerous grammatical, spelling, and punctuation errors. The style of writing does not facilitate effective communication.
Points	40	33	28	20
Images & Media	Posting is greatly enhanced using video, audio, images, and/or other add-ons. 5-6 pieces of image/media enhancement	Posting is somewhat enhanced using video, audio, images, and/or other add-ons. 3-4 pieces of image/media enhancement	Posting is minimally enhanced using video, audio, images, and/or other add-ons. 1-2 pieces of image/media enhancement	Posting is not enhanced using video, audio, images, and/or other add-ons. 0 pieces of relevant image/media enhancement
Points	40	33	28	0
Community	Comment introduces thoughtful and engaging ideas that respond to and/or creates additional dialogue on two blog posts.	Comment somewhat introduces thoughtful and engaging ideas that respond to and/or creates additional dialogue on two blog posts.	Comment introduces thoughtful and engaging ideas that respond to and/or creates additional dialogue on one blog post.	Creates additional dialogue on no blog posts
Points	25	22	18	0

General Information

Building on your music analysis skills, you will review a record of your choice. Please choose a **new** album that inspires you (January 1, 2018 – Today!), in order to express yourself as a critic. You can have an overwhelmingly positive reaction to a record, a negative one, or, more likely, a combination of positive and negative feelings about a record. Given that there is a story behind every album, it is up to you to research the group, label, and/or producer’s history in the music world. You should also be aware of the perceptions of this artist in the popular realm and how this album makes (or disappoints) expectations. The album should have been **released in the last year** (re-issues are allowed, but not recommended) – the fresher, the better. The record can represent any genre of music. Using the website <http://www.allmusic.com/>, you can explore these possibilities, listen to sound clips and find out what albums in a particular genre have been released in the last year. The site requires that you register, but the process is very fast.

Here is a great link to a “How To” site for record reviews:

- <https://jericsmith.com/2011/05/11/how-to-write-a-record-review>

Some examples of great reviews:

- Ian Cohen’s review of GZA’s Liquid Swords: Chess Box Deluxe Edition: <http://pitchfork.com/reviews/albums/16857-liquid-swords-chess-box-deluxe-edition/> and of D.I.I.V.’s Oshin: <http://pitchfork.com/reviews/albums/16749-oshin/>
- Mark Anthony Neal on Cee-Lo Green: <http://www.popmatters.com/pm/review/ceelo-soulmachine>
- If you would like to see some of writer Douglas Wolk’s unparalleled work as a blogger (with a focus on music) please visit his website: <http://www.lacunae.com/>

Formatting and Submission Guidelines

Your essay should be 3-4 pages, doubled-spaced, and typed in 12-point Times, Arial, or Cambria font with 1” margins on each side of the page. Feel free to write in more informal, “fun” language of a critic – with no fluff! Include media and images to enhance your arguments. (It’s okay if your media pushes you over the page limit a bit, especially if you decide to incorporate throughout your review, as opposed to including only at the end.) Under no circumstances will emailed submissions be accepted. Please submit directly to Canvas. Please cite all source material appropriately (MLA, Chicago, APA – your style choice!) and carefully proof-read your work.

Required Content

- **Introduction:** This section has an exciting opening hook and clearly sets up the import and relevance of record and focus for review. (1 paragraph)
- **Frame/Context for Record:** This section discusses the artist and their known body of work. This section must include an outside source (cited correctly): a previous review of the artist’s pre-existing work. Please do not include a review of the record you’re reviewing, but a review over one of their earlier records. This review should help you reflect on the artist’s relevance in today’s musical world, while also providing a comparative frame for their new record. (2-3 paragraphs)
- **Personal Spin on the Record:** This is your take on the record. You should try to reflect back on the meanings and goals of the record, and what you find successful (or unsuccessful). What do you like about the record? What tracks stand out to you? How do these tracks support your take on the record? You should have a detailed discussion of at least two tracks, where you describe their sound and how they support your take on the record. Your discussion of each “track” should contain 2-3 specific, appropriate music elements. Incorporate elements that Ratliff discusses throughout his book, referencing his book, *Every Song Ever*, at least three times specifically in your review. (2-3 paragraphs)
- **Final Thoughts:** This section discusses the meaning/power of the album in today’s cultural context by comparing it to other poets/ musicians and considers where you see that artist “going.” How does this record “stack up”? (2-3 paragraphs)

- **Media:** You must include at least 4-5 pieces of media to enhance your review. This media could be album artwork, images of the artist, links to songs/music videos that resonate with your review, etc. Please carefully caption all artwork. You can include the media throughout your review, or just include it all at the end. The media will not count towards your page length. If media cause your essay to extend over 4 pages, don't worry.

Grading

Your Album Review will be graded based on the criteria outlined below.

Criteria	Advanced	Proficient	Developing	Beginning
I. Introduction (1 paragraph)	Has an exciting opening hook, clearly sets up the import and relevance of record and focus for review.	Has an okay opening hook, sets up the import and relevance of record and focus for review.	Unexciting/no opening hook, a bit general, doesn't clearly outline the import and relevance of record and focus for review.	Overly vague and does little to address meaning or import of record in any real way.
Points	10	8	7	5
II. Frames record by putting it in context. What's the artist's history and cultural relevance? How does the record fit into the artist's known history and body of work? (Incorporate one previous review of the artist's pre-existing work to make your point!) (2-3 paragraphs)	Excellent discussion of artist and their known body of work. AND Incorporates <u>ONE PREVIOUS REVIEW</u> of the artist's pre-existing work. (2-3 Paraphrases, textual references, clear and nuanced engagement with source.)	Good discussion of artist and their known body of work. AND Incorporates <u>ONE PREVIOUS REVIEW</u> of the artist's pre-existing work. (1-2 Paraphrases, textual references, clear engagement with source.)	Okay discussion of artist and their known body of work. AND References <u>ONE PREVIOUS REVIEW</u> of the artist. (Source is mentioned in passing and/or not well-integrated into the argument at hand. OR Source is not valid.)	Minimal discussion of artist and their known body of work OR References no previous review.
Points	50	42	36	26
III. Personal spin on the record What do you like about the record? What tracks stand out to you? How do these tracks support your take on the record? (2-3 paragraphs)	Excellent analysis of personal spin on what the artist has accomplished with the album in question. AND Includes powerful and nuanced discussion of tracks that stand out and enhance the review. (Discussion of tracks includes at least three specific and appropriate "Ratliffian" elements and references.)	Good analysis of personal spin on what the artist has accomplished with the album in question. AND Includes good discussion of tracks that stand out and enhance the review. (Discussion of tracks includes at least two specific and appropriate "Ratliffian" elements and references.)	Okay analysis of personal spin on what the artist has accomplished with the album in question OR only includes general discussion of only one track and no "Ratliffian" elements and references.	Minimal personal spin on what the artist has accomplished AND does not include detailed discussions of at least one track and no "Ratliffian" elements and references.
Points	50	42	36	26
IV. Final Thoughts Discusses the meaning of the album in today's cultural context by comparing it to other poets/musicians	Thoughtful, detailed, and powerful response to the "meaning" of the album in/as today's culture by comparing it to other poets/musicians	Good response to the "meaning" of the album in/as today's culture by comparing it to other poets/musicians	Somewhat general discussion to the "meaning" of the album in/as today's culture by comparing their output to other poets/musicians	Overly vague and does little to address meaning in any real way

musicians <u>and</u> considers where you see that artist “going.” (2-3 paragraphs)	AND Reflects on where the artist might go next or how music in general may change as a result of the artist’s success or failure	AND Reflects on where the artist might go next, or how music in general may change as a result of the artist’s success or failure	OR Reflects generally on where the artist might go next, or how music in general may change as a result of the artists’ success and failure	OR no discussion of the artist’s comparative frame.
Points	50	42	36	26
V. Images & Media Options to include: YouTube links of song analyzed, images of the artist, other work of artist that support your conclusions, album artwork, bio shots	Incorporates 4-5 pieces fun/relevant media links and images to enhance review.	Incorporates 2-3 pieces fun/relevant media links and images to enhance review.	Incorporates 1-2 pieces fun/relevant media links and images to enhance review.	Incorporates no fun/ relevant media links and images to enhance review
Points	10	8	7	0
VI. Mechanics	1-2 minor incidents (isolated spelling, grammar, syntax)	3-4 incidents, pervasive punctuation issues or 1-2 syntax issues	Frequent spelling issues, multiple syntax problems, unclear organization	Numerous syntax issues, poor organization
Points	5	4	3	2
Community	Comment introduces thoughtful and engaging ideas that respond to and/or creates additional dialogue on two album reviews.	Comment somewhat introduces thoughtful and engaging ideas that respond to and/or creates additional dialogue on two album reviews.	Comment introduces thoughtful and engaging ideas that respond to and/or creates additional dialogue on one album review.	Creates additional dialogue on no album reviews
Points	25	22	18	0

Automatic Deductions:

Your review must focus on a record released on or after January 1, 2018. The fresher the better. ***If you focus on a record released before 1.1.18, an automatic 25-point deduction applies.***

FAQs:

How do I insert the images into my paper?

Supplemental images and media links need to be incorporated directly into your paper. Please just add them in the body or conclusion of your paper as you reference particular details or aspects (See Figure 1, See Music Video “xyz.com,” etc.). You cannot email these images separately.

How should I cite my source material?

You must cite additional outside sources that you use to provide “background” information on your artist of choice. Please reference the author’s name in parentheses after quotes or paraphrasing, or simply include the Author’s name and the title of the review in the body of your paper. Please include a more formal citation (whatever your style preference—Chicago, MLA, or APA) at your paper’s conclusion. For Ratliff, please just include an easy parenthetical citation like: (Ratliff, 130). **Remember: You must cite every single source! Use quotations when using words that are not your own. TurnItIn doesn’t play. This program will note every quote, sentence, or word choice that is similar to another source. Make sure your citations are clear.**

I want to use a random blog for my “previous” album source. Is that acceptable?

Please use a source that is written by a reliable, professional source. You can use any number of online newspapers or magazines, many of whom have music critics on their staff. If a reputable critic has a blog, please make that clear in your bibliography. Possible sources:

- Rolling Stone
- Allmusic
- New York Times
- Pitchfork
- NPR
- LA Times

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Online: Winter Session (3W1)

Final Group Essay and Playlist: Assignment Guidelines

Due: End of Week 3 (Sunday @ 11.59pm)

General Information

For your final essay, you and your group will identify (i.e.: create) a new kind of musical element in the vein of Ratliff. You will brainstorm with your group during class sessions, construct a rough outline, and compose an essay together. Finally, you will curate a playlist that exemplifies your musical element. To show your work, you will upload most tasks to your Canvas group. This assignment will be tightly organized over discussion board posts nearly every day of our last week of class. You will write your essay together.

Formatting and Submission Guidelines

Your essay should be 5-8 pages, doubled-spaced, and typed in 12-point Times, Arial, or Cambria font with 1" margins on each side of the page. Under no circumstances will emailed submissions be accepted. Please submit directly to Canvas. Please cite all source material appropriately (MLA, Chicago, APA – your style choice!) and carefully proof-read your work.

You should submit your playlist on the final page of your paper. Your playlist doesn't count toward your page limit. Please curate your playlist on Spotify or YouTube and include the link at the outset of your playlist. You should then list the Artist, Song/Album, Year for each selection on your playlist. See Ratliff's chapter playlists for formatting guidelines.

Required Content

- Introductory Matter: This section gives a broad overview to your element. You should include personal anecdotes (like Ratliff) along with several philosophical/aesthetic questions. Why you chose your element, and why this element matters should be apparent. (1-2 pages)
- Element as Applied to Diverse Musical Examples: This section discusses the element as applied to several unique musical examples. How does your element manifest in music? Why does it matter? What additional questions do these musical examples raise? How do these elements influence you and your group personally? How does this element ask you to listen in a new way? Why and how? (3-4 pages)
- Final Thoughts: This section should wrap up your big questions and leave your reader with a few more "big questions" and musical ideas to consider. Your ending should be pointed and powerful. (1-2 pages)
- Playlist: You **must** include at least 5-10 songs/albums that exemplify your element. This playlist should be curated via Spotify. The final page of your paper should include the Artist, Song/Album Title, Year along with a link to your Spotify playlist. Each example you include should have been referenced explicitly in your essay. You should have AT LEAST **five unique genres** represented and **one** MUST be classical/art music. If you don't know how to create and share Spotify playlists, here's a tutorial: <https://news.spotify.com/us/2009/03/13/spotify-feature-creating-and-sharing-playlists/>.

Grading

Your Final Essay and Playlist will be graded based on the criteria outlined below.

Criteria	Advanced	Proficient	Developing	Beginning
I. Introduction (1-2 pages)	Exceptional introduction to a creative, interesting, and insightful new musical element. Incorporates appropriate source material. AND	Advanced introduction to a creative, interesting, and insightful new musical element. Incorporates appropriate source material. AND	Adequate introduction to a somewhat overly general new musical element. Incorporates no appropriate source material. OR	Minimal introduction to an uncreative new musical element. Incorporates no appropriate source material. AND

	Includes personal engagement and a larger ideological frame that justifies the import of the element.	Includes personal engagement and a larger ideological frame that justifies the import of the element.	Includes overly general personal engagement and a poorly constructed ideological frame that justifies the import of the element.	Includes no personal engagement and no larger ideological frame that justifies the import of the element.
Points	35	29	25	17
II. Element as applied to diverse musical examples. (3-4 pages)	Exceptional ability to apply musical element to a variety of diverse musical examples. AND Application is completely successful. Ideas make sense and are cohesive and creative	Advanced ability to apply musical element to a variety of diverse musical examples. AND Application makes sense most of the time. Ideas are largely cohesive and creative.	Adequate ability to apply musical element, and musical examples aren't particularly diverse AND Application makes sense only for a few musical examples. Ideas are not particularly cohesive or creative.	Minimal ability to apply musical element, and musical elements aren't particularly diverse AND Application is rarely successful to musical examples. Ideas are rarely cohesive or creative.
Points	70	58	50	35
IV. Final Thoughts (1-2 pages)	Exceptional conclusion that leaves the reader engaged and interested in the big ideas related to the musical element.	Advanced conclusion that leaves the reader generally engaged and interested in the big ideas related to the musical element	Adequate conclusion that leaves the reader minimally engaged. Very little engagement with big ideas related to the musical element.	Minimal conclusion that doesn't engage the reader. No engagement with big ideas related to the musical element.
Points	35	29	25	17
V. Mechanics	1-2 minor incidents (isolated spelling, grammar, syntax)	3-4 incidents, pervasive punctuation issues or 1-2 syntax issues	Frequent spelling issues, multiple syntax problems, unclear organization	Numerous syntax issues, poor organization
Points	10	8	7	4
VI. Playlist (Include as an appendix – doesn't count towards page limit!)	Playlist is exceptional. It is convincing and each track relates to the musical element in compelling ways. At least five genres are represented.	Playlist is advanced and largely successful. The majority of tracks relate to the musical element in compelling ways. At least four genres are represented.	Playlist is adequate and sometimes successful. Some tracks relate to the musical element in compelling ways and others do not. At least three genres are represented.	Playlist is minimally successful. Many tracks don't relate to the musical element in compelling ways. Only one-two genres are represented
Points	50	45	40	30

Because of the accelerated nature of this course, final essays can only be accepted 24 hours late. The final essay has a 24-hour grace period, meaning you can submit up to 24 hours late without penalty.

MUMH2040.451/.452

Online: Winter Session (3W1)

Dr. April Prince

april.prince@unt.edu

Syllabus Appendix II: Policies

2018-2019 Semester Academic Schedule (with Add/Drop Dates)

<http://catalog.unt.edu/>

Academic Calendar at a Glance, 2018-2019

<https://www.unt.edu/catalogs/2018-19/calendar>

Final Exam Schedule

<https://registrar.unt.edu/exams/final-exam-schedule>

Academic Integrity

All work completed for this class is expected to be the student's own, and academic dishonesty (including, but not limited to, plagiarism on papers or cheating in general) will be punished. Students caught cheating or plagiarizing will receive a "0" for that particular assignment. Additionally, the incident will be reported to the Dean of Students, who may impose further penalty. According to the UNT catalog, the term "cheating" includes, but is not limited to: a. use of any unauthorized assistance in taking quizzes, tests, or examinations; b. dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; c. the acquisition, without permission, of tests or other academic material belonging to a faculty or staff member of the university; d. dual submission of a paper or project, or resubmission of a paper or project to a different class without express permission from the instructor(s); or e. any other act designed to give a student an unfair advantage. The term "plagiarism" includes, but is not limited to: a. the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgment; and b. the knowing or negligent unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

The university's policy and procedures regarding academic integrity can be found here:

<http://facultysuccess.unt.edu/academic-integrity>

Conduct

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. (*Also see below, UNT Care Team*)

For more information, please see the Student Code of Conduct, which can be found here:

<https://deanofstudents.unt.edu/conduct>

Access to Information—Eagle Connect

Your access point for business and academic services at UNT occurs at my.unt.edu. All official communication from the university will be delivered to your Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward your e-mail: eagleconnect.unt.edu/

ODA Statement

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of

accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the Office of Disability Accommodation.

For additional information see the Office of Disability Accommodation website here, disability.unt.edu. You may also contact them by phone: (940) 565-4323.

Financial Aid and Satisfactory Academic Progress

A student must maintain Satisfactory Academic Progress (SAP) to continue to receive financial aid. Students must maintain a minimum 2.0 cumulative GPA in addition to successfully completing a required number of credit hours based on total registered hours per term. Students cannot exceed attempted credit hours above 150% of their required degree plan. If a student does not maintain the required standards, the student may lose their financial aid eligibility.

Students holding music scholarships must maintain a minimum 2.5 overall cumulative GPA and 3.0 cumulative GPA in music courses.

If at any point you consider dropping this or any other course, please be advised that the decision to do so may have the potential to affect your current and future financial aid eligibility. It is recommended that you to schedule a meeting with an academic advisor in your college or visit the Student Financial Aid and Scholarships office to discuss dropping a course being doing so. See additional information at the following link: <http://financialaid.unt.edu/sap>

Retention of Student Records

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Blackboard online system, including grading information and comments, is also stored in a safe electronic environment for one year. You have a right to view your individual record; however, information about your records will not be divulged to other individuals without the proper written consent.

You are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the university's policy in accordance with those mandates at the following link: <http://ferpa.unt.edu/>

Responding to Students in Distress

Please visit the CARE Team website to tips to recognize students in distress and what you need to do in cases of extreme behavior or references to suicide. You can find more information at the following link: <http://studentaffairs.unt.edu/care>

Student Perceptions of Teaching (SPOT)

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The short SPOT survey will be made available to provide you with an opportunity to evaluate how this course is taught. For additional information, please visit the spot website at <http://www.spot.unt.edu/> or email spot@unt.edu.

Turnitin Statement and Students' Rights

Students might be asked to submit some work for this class to Turnitin, a web-based plagiarism detection service.

Grade of I (Incomplete)

University policy specifies that the grade of I-incomplete is "a non-punitive grade given only during the last one-fourth of a semester and only if a student is (1) passing the course; (2) has justifiable reason why the work cannot be completed on schedule; and (3) arranges with the instructor to finish the course at a later date by completing specific requirements that the instructor must list on the grade sheet. All work in the course must be completed within the specified time (not to exceed one year after taking the course)."

Modifications

Circumstances are apt to change during the semester and the instructor reserves the right to alter or modify this course syllabus. Any and all modifications to the syllabus will be submitted to you in writing and discussed in class.

Response Time

I would prefer that most general questions go through the General Questions + Concerns forum in the **Class Discussion Board**. If you have a general question about the course or assignments, please post it there. (If you have a question, it's likely others do, too!) Either I will answer it, or, one of your classmates will. This way, we can all benefit from questions asked, and they can be answered in a venue that the whole class can see.

If you have a private question, please contact me via email, and I will respond within 24 hours on weekdays (usually sooner) and around 48 hours on weekends. I'm very quick with email, and that is my preferred method of contact.

Due to the class size and the quickness of this course, I will return feedback on all written assignments within 1 week of the due date (likely sooner!). If I see that I will be unable to return your feedback within that time-frame, I will post an Announcement to let everyone know when it can be expected.

Core Online Policies

[Netiquette Guidelines](#)

Netiquette, or online etiquette, helps guide us in outlining expected classroom behaviors online. Please remember to remain respectful of your instructor and fellow classmates.

[Privacy Policies for Wakelet](#)

When you create an account on Wakelet, you either fill out forms with requested information on the Wakelet site or you authenticate yourself through a third-party service, like Facebook. When you authenticate through another site, you link that account with your Wakelet account. Once the accounts are linked, we may collect and store personally identifying information that you have provided to that third party service, and consented to having shared with services like us. Also, we store the email address that you provided to create your Wakelet Account and any information you fill out on the Wakelet site. We do not receive or store passwords for linked accounts.

When you link your Wakelet account with a third-party service account, we will get information about you from that third-party service. That information could include, for example, biographical information or your geographic location, if you have provided that information to the third-party service and made it available for Wakelet to access. To the extent we obtain such information, we may store and use the information about you that we receive from third party services to improve and personalize Wakelet Services. As a general practice, we strongly urge you to make careful judgments about any personal information you disclose to Internet services, including Wakelet and any third-party services you link to us.

Technical Requirement Skills

Please familiarize yourself with the technical requirements to complete this online course:

- [Hardware and Software requirements for Canvas](#)
- [Canvas Browser information and Help](#)

Minimum technology skills for successful completion of this course include:

- Sending and receiving email
- Creating, sending, and receiving Microsoft Word documents
- Posting to discussion boards and the course blog
- Printing Word documents OR opening and printing pdf files (using free Adobe Acrobat Reader)
- Navigating Canvas

[Technology Help Desk](#)

If you have any questions regarding your use of this learning management system, please contact the student help desk at:

- Email: helpdesk@unt.edu
- Phone: 940.565.2324
- Hours: Monday- Thursday, 8am- midnight/ Friday, 8am- 8pm/ Saturday, 9am- 5pm/ Sunday, noon - midnight.

[Library Information](#)

UNT's research library houses more than 6 million cataloged items and boasts a nationally recognized digital library program offering millions of pages of unique content. Visit the [UNT library](#) to find out what research services and other accommodations are provided for online students.