MUSIC APPRECIATION

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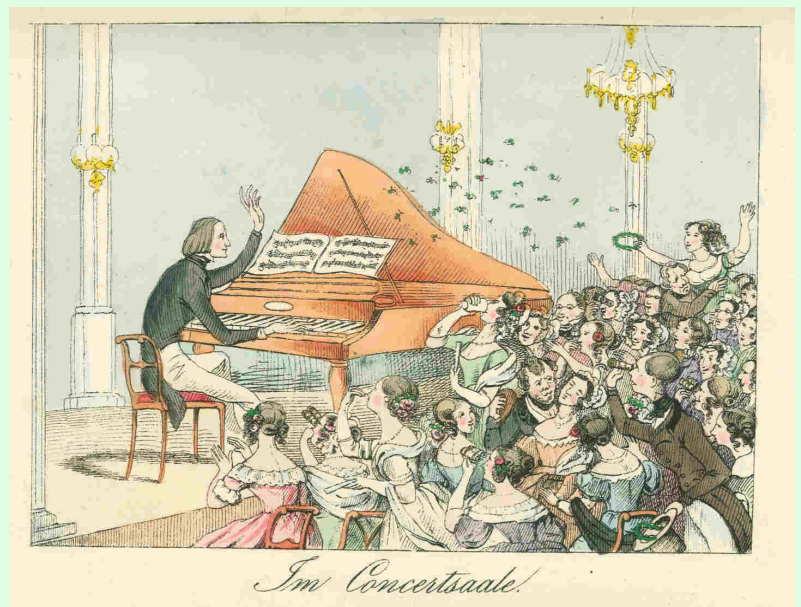Anna Wodney
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Office Hours: MWF 12-1pm

Learning Objectives

Im Concertsaale!

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 podcast 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

TECHNOLOGY

- Canvas
- Wakelet
- Spotify
- YouTube
- Soundtrap

ASSIGNMENTS

- Course Overview Quiz **25 points**
- Unit Quizzes **200 points**
- Bi-Weekly Wakes **375 points**
- Album Review **100 points**
- Final Group Podcast **300 points**

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.

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 Canvas interactive syllabus** for more information on assignments and due dates. This appendix is contained within this document...keep scrolling!

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 Module **equals** one week.
- Each Canvas module **begins** with an introduction, which outlines the learning objectives and 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 5 & 12
- **Bi-Weekly Wakes:** Weeks 2, 4, 6, 8, 10, & 12
- **Album Review:** Week 11
- **Group Activities:** Weeks 2, 3, 13, 14, & 15
- **Final Podcast & Playlist**: Week 16
- **Group Assessment:** Week 16
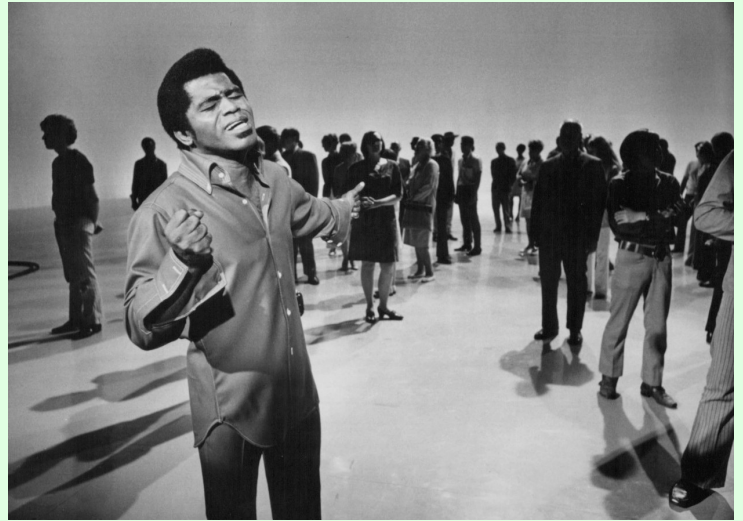
PLAGIARISM

If you plagiarize your work, you'll receive **no** credit for it, and I will report the infraction to the Dean of Students. If I think it's 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.

WHAT ABOUT LATE WORK?

All assignments have a 24-hour grace period, but I won't accept Wakes or Quizzes after those 24 hours.

I will, however, accept your Album Review up to one week late. A penalty will apply.

MUMH2040.004/.005
Fall, 2019
Dr. A. Prince
april.prince@unt.edu
Syllabus Appendix I: Schedule + Assignment Packet

Course Schedule
Canvas maintains a more detailed schedule that includes assigned readings and specific due dates, but the schedule below provides a general outline for the semester.

Week	Topic	Assignment
1	Musical Elements	
2	Musical Elements Teamwork	Group Planning Sessions 1 (Introductions) Wake 1
3	Defining the Canon	Group Planning Session 2 (Group Charter)
4	Interrogating the Canon	Wake 2
5	Debating the Canon	Unit 1 Quiz
6	Defining Aesthetics Introduction	Wake 3
7	Reading Ratliff Chapters 1, 2, 3 & 7	
8	Reading Ratliff Chapters 4, 5, 6	Wake 4
9	Reading Ratliff Chapters 8, 9, 10	
10	Reading Ratliff Chapters 11, 12, 13	Wake 5
11	Reading Ratliff Chapters 14, 15, 16	Album Review
12	Reading Ratliff Chapters 17, 18, 19, 20	Wake 6 Unit 2 Quiz
13	Final Group Podcast	Group Planning Sessions 3, 4, 5, & 6
14	Final Group Podcast	Group Planning Session 7
15	Final Group Podcast	Group Planning Sessions 8 & 9
15	Final Group Podcast	Final Podcast, Script, & Playlist Group Assessment

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Assignments

Assignment	Point Breakdown	Total Points for Category
Quizzes		**225 (12.5%)**
Course Overview Quiz	25	
Unit Quizzes 2x100 points each	200	
Wakes		**375 (37.5%)**
Bi-Weekly Wakes 6 opportunities to earn full points 5x75 points each	375	
Writing Assignments		**400 (40%)**
Album Review (Individual Essay)	100	
Final Group Essay Group Planning Sessions @ 120 points 7x15 points each 1x10 points each 1x5 points each Final Podcast @ 100 points Script & Playlist @ 50 points Group Assessment @ 30 points	300	

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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Course Overview Quiz
  Due: End of Week 1 (Sunday @ 11.59pm)
Unit Quizzes
  Due: Weeks 5 & 12 (Sundays @ 11.59pm)
Assignment Guidelines

Course Overview Quiz
At the end of Week 1, 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 5 @ 11.59pm (Sunday)
  Unit 2 Quiz: End of Week 12 @ 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, two-point questions, which will be multiple-choice and true-false format, and five, ten-point questions, which will be short essay format. You will have two attempts to complete each quiz.

Quizzes can only be accepted 24 hours late.

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Wakes
Assignment Guidelines
Due:

 Wakes: Fridays of Weeks 2, 4, 6, 8, 10, & 12 (Fridays @ 11.59pm)
 Wake Comments: Sundays of Weeks 2, 4, 6, 8, 10, & 12 (Sundays @ 11.59pm)

General Information
Over the course of the semester, you will complete bi-weekly "wakes" that ask you to engage with the course content on your own terms. Wake is a blog-type, easy-to-read platform that allows you to integrate text, videos, images, and music in your "story." You can read more about the Wake platform here: https://wakelet.com/about.html and here: https://wakelet.com/findoutmore.html.

To get started, go to wakelet.com and set up your **free** account. [Here's a link that talks you through how to set up your account and add content: https://learn.wakelet.com/school/mgs/using-wakelet/1.html. While this tutorial focuses on entrepreneurship (obviously not our topic!), this overview provides some excellent information to help you get started. Obviously, you won't need to follow all of their guidelines (like sending your wake to wakelet, but this is a helpful resource.)] If you need additional help, contact Wakelet support here: https://wakelet.com/support.html.

Your wake should be around 750 words. The word-range reflects the expected complexity and level of engagement. Please incorporate specific musical examples, fun media, videos, images, gifs, and memes to enhance your points. You should also include specific textual references from the assigned reading for the modules at hand. (To clarify, I've listed the "Associated Readings" for each wake.)

 ☠ ☠ ***WARNING: The Wake platform doesn't automatically save your work, which is a problematic and DANGEROUS design flaw. It might be safest to write your work in a separate document and then cut and paste your work into the Wake platform.***

Schedule
Wakes are due on Fridays @ 11.59pm to the class discussion board. You are also expected to interact with your classmates and peruse their wakes. Wake comments should be around 200 words. When commenting, please make sure to stop first at wakes 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
You will need to create a **new** wake for each week. (Please don't add to pre-existing wakes or simply edit previous posts. You'll overwrite content, and if we need to refer to an earlier wake for grading purposes, you're out of luck!) You can format and structure your wake any way you like. To submit your wake for grading, following the directions below.

 To submit for grading:
 - Check your privacy settings. Make sure your Wake is set to "Unlisted." That way, anyone with the link can access. (If your Wake is set to Private, only you can access!)
  o Here's how to make your Wake Unlisted:
   ▪ Open your wake.
   ▪ Click Edit.
   ▪ Underneath your cover image, you'll see the visibility of your wake.
   ▪ Choose Unlisted
   ▪ Click Save.
   ▪ Your wake is now viewable!
  o After you change your visibility, you can select "share". This will give you the url to your wake.
 - Copy the url/link to your wake.
  o Paste the link to your Wake in the Canvas assignment submission

Required Content:
Each weekly wake should contain the following:

- Title/Subtitle: Your title should encapsulate your main focus for that week's wake and be related to that week's tasks. Your subtitle should provide a succinct summary.
- Question Responses: You should include a pointed response to each question asked for that week's wake. Try to group together questions that overlap and make new text boxes for more distinct questions. Don't forget, your Wake should be around 500 words in its entirety.
- Quotes: Each prompt below will ask you to engage with that week's concept and reading assignments. Each wake has an associated reading assignment. Your wake should incorporate **at minimum three 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.
- Images: You should have at least two images that express your interpretation of the prompt. If you take them yourself, all the better. Please caption and credit images that are not your own.
- Media (Videos + Musical Examples): You should have at least three musical examples that engage with your interpretation and reaction to the prompt. You can embed Spotify tracks very easily into wake, as well as YouTube videos.

Wake Prompts
All wake prompts are viewable on Canvas! Check the weekly modules for detailed instructions.

Grading
There are six opportunities to earn full points for this assignment, and only the five best submissions will count in your final grade. Each Wake is worth 75 points. Your Wake submission 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 three 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 less than three 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 Fails to incorporate 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	30	25	21	17
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	15	13	11	9
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	15	13	11	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.	Comment somewhat introduces thoughtful and engaging ideas that respond to and/or creates additional dialogue on no blog posts.
Points	15	13	11	0

Only the top five wake grades will factor into your final grade; the lowest Wake grades will be dropped. Thus, you can miss one wake without penalty.

Wakes can only be accepted 24 hours late.

MUMH2040.004/.005
Album Review
Assignment Guidelines
Due: End of Week 11 (Sunday @ 11.59pm)

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, 2019 – 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 DIIV'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
- <u>Introduction</u>: This section has an exciting opening hook and clearly sets up the import and relevance of record and focus for review. (1 paragraph)
- <u>Frame/Context for Record</u>: 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)
- <u>Personal Spin on the Record</u>: 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 twice specifically in your review. (2-3 paragraphs)
- <u>Final Thoughts</u>: This section discusses the meaning/power of the album in today's cultural context by comparing it to other poets/ musicians <u>and</u> 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	9	7	4
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 ONE PREVIOUS REVIEW 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 ONE PREVIOUS REVIEW 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 ONE PREVIOUS REVIEW 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	25	21	18	13
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 two specific and appropriate "Ratlifiian" 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 one specific and appropriate "Ratlifiian" 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	25	21	18	13
IV. Final Thoughts Discusses the meaning of the album in today's cultural context by comparing it to other poets/ musicians <u>and</u> considers where you see that artist "going." (2-3 paragraphs)	Thoughtful, detailed, and powerful response to the "meaning" of the album in/as today's culture by comparing it to other poets/ musicians AND Reflects on where the artist might go next or how music in general may change as a result	Good response to the "meaning" of the album in/as today's culture by comparing it to other poets/ musicians 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	Somewhat general discussion to the "meaning" of the album in/as today's culture by comparing their output to other poets/musicians 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	Overly vague and does little to address meaning in any real way OR no discussion of the artist's comparative frame.

	of the artist's success or failure			
Points	25	21	18	13
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	5	4	3	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	10	8	7	4

Automatic Deductions:

Your review must focus on a record released on or after January 1, 2019. The fresher the better.

If you focus on a record released before 1.1.19, 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*
- *Pitchfork*
- *Allmusic*
- *NPR*
- *New York Times*
- *LA Times*
- *The Guardian*
- *BB*

Late submissions are accepted up to one week after the due date. After 11.59pm on the due date, late penalties are applied as follows: submit up to 1 day late (-5 points); submit 2 days late (-10 points); submit 3 days late (-15 points); submit 4 days late (-20 points); submit 5 days late (-25 points); submit 6 days late (-30 points); submit 7 days late (-35 points).

MUMH2040.004/.005
Final Group Podcast, Script, & Playlist

Group Planning Sessions
    Due: Weeks 13, 14, & 15 (See Canvas for specific due dates!)
Final Group Podcast, Script, and Playlist
    Due: Final Exam Period (December 7 @ 11.59pm)
Group Assessment
    Due: Final Exam Period (December 7 @ 11.59pm)
Assignment Guidelines

General Information
For your final project, you and your group will identify a new kind of musical element in the style of Ratliff. You will brainstorm with your group during organized group activities, construct a rough outline/script, and then compose a short podcast together via Soundtrap's collaborative tool. To show your work, you will upload most tasks to your Canvas group.

Formatting and Submission Guidelines
Your podcast should run around 15-20 minutes in total and include your discussion of your new element that uses pointed musical clips and analyses to exemplify your arguments. (You should keep your music clips short and carefully spliced. Since this podcast will not be published and is used for educational purposes, the song clips fall under fair use. That said, you should be very judicious in the length of your clips!) Your script will likely run around 3 pages and should give a broad outline to your element's definition, nuanced aspects, and the musical examples associated with each aspect of the element you have created. You should include an additional "playlist" page that gives detailed information on each musical example, as Ratliff does at the end of each chapter (Artist, Album Track, Album, Year). Each member can collaborate via Soundtrap's podcast features. (You can also find information on Soundtrap in the Course Overview Module in Canvas.)

Here's an article that describes fair use in classroom podcasts.

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 for Podcast
- 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.
- 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?
- 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.
- Playlist: You **must** include at least 5-10 songs/albums that exemplify your element. This playlist should be curated via Spotify. Each example you include should have been referenced explicitly in your podcast. 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 Podcast, Script, and Playlist will be graded based on the criteria outlined below.

Criteria	Advanced	Proficient	Developing	Beginning
I. Introduction (Follows what's outlined in the script.)	Exceptional introduction to a creative, interesting, and insightful new musical element. Incorporates appropriate source material. AND Includes personal engagement and a larger ideological frame that justifies the import of the element.	Advanced introduction to a creative, interesting, and insightful new musical element. Incorporate appropriate source material. AND Includes personal engagement and a larger ideological frame that justifies the import of the element.	Adequate introduction to a somewhat overly general new musical element. Incorporates no appropriate source material. OR Includes overly general personal engagement and a poorly constructed ideological frame that justifies the import of the element.	Minimal introduction to an uncreative new musical element. Incorporates no appropriate source material. AND Includes no personal engagement and no larger ideological frame that justifies the import of the element.
Points	15	13	11	7
II. Element as applied to diverse musical examples. (Follows what's outlined in the script.)	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 AND Includes carefully spliced musical clips throughout podcast that showcase analysis	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. AND Includes carefully spliced musical clips throughout podcast that showcase analysis	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. OR Does not include carefully spliced musical clips throughout podcast that showcase analysis	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. OR Does not include carefully spliced musical clips throughout podcast that showcase analysis
Points	65	55	46	35
IV. Final Thoughts (Follows what's outlined in the script.)	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	10	8	7	5
V. Sound Quality	Podcast sound quality is even and musical clips are integrated seamlessly	Podcast quality is uneven in places and musical clips are integrated relatively seamlessly	Podcast sound quality is uneven and musical clips are integrated unevenly	Podcast sound quality is very uneven and musical clips are integrated poorly
Points	10	8	7	5
V. Script (Outlines element, various aspects, person's role/musical example, and points of focus.)	Exceptional script that outlines each group member's role, provides a "rough" draft of main goals and points of focus, and flows logically and coherently. AND Musical examples are dispersed and analyzed in ways that connect to larger goals	Advanced script that outlines each group member's role, provides a "rough" draft of main goals and points of focus, and flows logically and coherently. AND Musical examples are dispersed and analyzed in ways that connect to larger goals	Adequate script, but one that fails to outline each group member's role, provide a "rough" draft of main goals and points of focus, or flow logically and coherently. AND Musical examples are dispersed and analyzed in ways that minimally connect to larger goals	Inadequate script that provides minimal to no information on the podcast OR Musical examples are not noted
Points	25	21	18	12
VI. Playlist (Include as an appendix and incorporated in podcast.)	Playlist is exceptional. It is convincing and each track relates to the musical element in compelling ways. At least five genres are represented, one being art music	Playlist is advanced and largely successful. The majority of tracks relate to the musical element in compelling ways. At least four genres are represented, one being art music	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 OR art music is not represented	Playlist is minimally successful. Many tracks don't relate to the musical element in compelling ways. Only one-two genres are represented
Points	25	21	18	12

April Prince
MUMH2040.004/.005
Fall, 2019
Syllabus Appendix II: UNT Policies & Resources

2019-2020 Semester Academic Schedule (with Add/Drop Dates)
https://registrar.unt.edu/registration/fall-registration-guide

Academic Calendar at a Glance, 2019-2020
https://www.unt.edu/catalogs/2019-20/calendar

Final Exam Schedule
https://registrar.unt.edu/exams/final-exam-schedule/fall

Academic Integrity
Students caught cheating or plagiarizing will receive a "0" for that particular assignment or exam [or specify alternative sanction, such as course failure]. Additionally, the incident will be reported to the Dean of Students (Office of Academic Integrity), 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.
LINK: https://policy.unt.edu/sites/default/files/06.003.pdf

Student Behavior
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.
LINK: Student Code of Conduct - 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.
LINK: 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 Access (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 Access.
LINK: disability.unt.edu. (Phone: (940) 565-4323)

UNT Policy Statement on Diversity
UNT values diversity and individuality as part of advancing ideals of human worth, dignity and academic excellence. Diverse viewpoints enrich open discussion, foster the examination of values and exposure of biases, help educate people in rational conflict resolution and responsive leadership, and prepare us for the complexities of a pluralistic society. As such, UNT is committed to maintaining an open, welcoming atmosphere that attracts qualified students, staff, and faculty from all groups to support their success. UNT does not discriminate on the basis of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, or veteran status in its application and admission process, educational programs and activities, employment policies and use of university facilities. https://policy.unt.edu/sites/default/files/04.018_PolicyStateOnDiversity.pub8_.18_0.pdf

Financial Aid and Satisfactory Academic Progress
Undergraduates
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 hours registered. 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.

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.
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/Canvas 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.
Link: http://ferpa.unt.edu/

COUNSELING AND TESTING
UNT's Center for Counseling and Testing is a wonderful resource. Please visit the Center's website for further information: http://studentaffairs.unt.edu/counseling-and-testing-services. For more information on mental health issues, please visit: https://speakout.unt.edu.

ADD/DROP POLICY
Please be reminded that dropping classes or failing to complete and pass registered hours may make you ineligible for financial aid. In addition, if you drop below half-time enrollment you may be required to begin paying back your student loans. After the 12th class day, students must first submit a completed "Request to Drop" form to the Registrar's Office. The last day for a student to drop a class in Fall, 2019 is November 4th. Information about add/drop may be found at: https://registrar.unt.edu/registration/fall-registration-guide

General Resources
The University of North Texas has many resources available to students. For a complete list, go to: https://www.unt.edu/sites/default/files/resource_sheet.pdf

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.

Online Course 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 hybrid 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.