

MUSC 1100, MUSIC APPRECIATION, [Term]

Course Instructor:

[Instructor Name]

[Institution name]

[Institution address]

Phone Number: (xxx) xxx-xxxx

Fax: (xxx) xxx-xxxx

E-mail address: xxxxxxxxxxxx@xxxxx.edu

Office hours:

Xxxday, X:00 am/pm - X:00 am/pm

During office hours you can find me in via the Pager. You can also reach me during office hours at the above phone number.

NOTICE: Please use the internal course e-mail for general correspondence. I provide my external e-mail address for emergencies only. I cannot answer questions, accept assignments, or discuss grades via external e-mail so please use it for emergencies only.

Response Time: Unless you are notified otherwise, I will work to respond to all student questions and emails within 24 hours during the week and 48 hours during the weekend.

Accessibility Services

In order to receive special accommodations, **students must provide documentation to the instructor** from the disabilities center at their affiliate institution or from the Regents Center for Learning Disorders. If you are a student who is disabled as defined under the Americans with Disabilities Act and require assistance or support services, **please notify the instructor prior to attempting any activities or assessments in this course during the first week of class.**

Also, students with disabilities or who require special testing accommodations must contact the Proctored Exam Testing Coordinator at etesting@westga.edu before scheduling a proctored exam appointment.

Other resources:

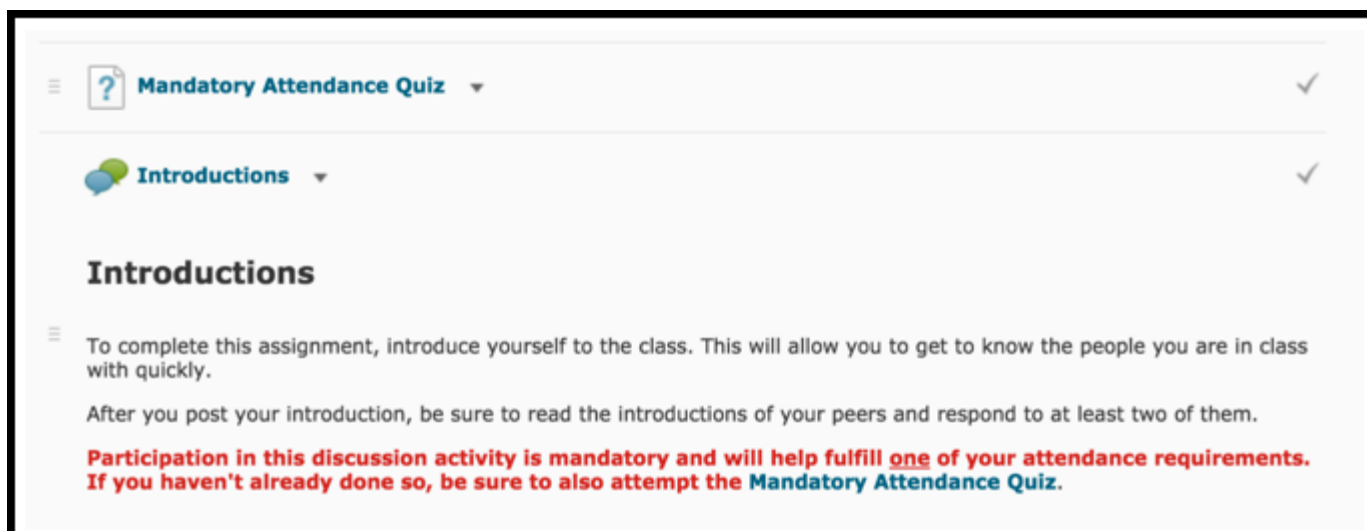
- <https://ecore.usg.edu/current-students/accessibility-services>
- <http://www.section508.gov>
- <http://www.w3.org/TR/WCAG/>
- <http://webaim.org/>

Attendance Verification

IMPORTANT- In order to confirm your attendance and participation in this course, you must complete the Mandatory Attendance Quiz AND the Introductions discussion activity before the participation deadline. Please note that failure to complete these activities may result in you being removed from the course.

Participation dates for the term can be found in the News widget on your course homepage or at the following URL:<https://ecore.usg.edu/courses/calendar/index.php>. BOTH of these activities are required and can be found within

the Course Content's Start folder.



The screenshot shows a course navigation menu with two items: 'Mandatory Attendance Quiz' and 'Introductions'. Below the 'Introductions' item, the assignment details are displayed. The title is 'Introductions'. The description states: 'To complete this assignment, introduce yourself to the class. This will allow you to get to know the people you are in class with quickly. After you post your introduction, be sure to read the introductions of your peers and respond to at least two of them.' A red warning text follows: 'Participation in this discussion activity is mandatory and will help fulfill one of your attendance requirements. If you haven't already done so, be sure to also attempt the Mandatory Attendance Quiz.'

Course Description:

An introduction to music history, music literature, and critical listening skills.

Course Credit Compliance:

This course will be delivered entirely online with the exception of the minimum of one face-to-face (FTF) proctored exam and a maximum of two FTF proctored exams. This requires the online equivalent of 2250 minutes of instruction (instruction-time) and an additional 4500 minutes of supporting activities. As such, you will be required to complete the following online activities during this course (times are approximate):

Instruction Time

Discussion Postings	700 minutes
Virtual meetings/chat or audio & video	400 minutes
Course Content Facilitation	700 minutes
Essay assignments/assessments/research	300 minutes
Proctored Exam	150 minutes

It is anticipated that students will need to work independently for twice the number of minutes listed above to complete the online activities.

Prerequisites:

- None

Course Objectives:

After completing the eCore MUSC 1100 course, you will be able to:

- Recognize various elements, styles, composers, and major historical periods of music.
- Identify and discuss genres and uses of music.
- Demonstrate knowledge of the historical and cultural context of musical styles and periods.
- Analyze and make critical judgments of music listening experiences utilizing appropriate terms and concepts.

Course Text

eCore has explored cost reducing options for students and currently offers an open source text for this course. The term *open* implies information or technology that is shared freely without copyright restrictions.

The open text for this course allows students to read, download, and/or print the book at no cost. The textbook is embedded by chapter in the 8 units that constitute the course but the full version can be accessed below.

Title	<i>Understanding Music: Past and Present</i>
Authors	Alan Clark, Thomas Heflin, Jeff Kluball, Elizabeth Kramer
Publisher	University of North Georgia Press
Edition/Year	2016
Access	Click HERE to download the full version of the textbook.
Required /Optional?	This text is REQUIRED

Planet eCore

Visit the Planet eCore blog to read about eCore students, faculty, and trends in online education: <http://planetecore.blogspot.com/>.

Proctored Exams

A proctored experience is required for successful completion of an eCore course. In courses requiring only one proctored exam, failure to take that exam will result in a failing grade for the course regardless of average of other grades.

Proctored exams are password protected exams taken at an approved testing center or testing service. Students are responsible for scheduling and taking their exams by the posted deadline. Students are also responsible for being aware of the conditions and policies under which the exam will be proctored and administered. Each testing center or service sets its own proctor cost.

Proctored Exam Setup | ▾



[CLICK HERE](#) to access the SmarterProctoring Dashboard to set up your required proctored exam.

You are required to take **at least one** proctored exam. [Click here](#) to read the full proctored exam policy.

On the Course Homepage, use the **Proctored Exam Setup Widget** to view available proctored exams for the course, register for an exam, view an exam's duration, and view the list of allowed proctored material.

Technical Requirements and Assistance

Requirements:

Having a correctly configured computer will help ensure your success in eCore. Be sure that you have functioning speakers as listening to music and compositions is a large component of this course. Check the information at <http://ecore.usg.edu/prospective/techreqs.php> to be sure that your computer meets all the necessary technical requirements for hardware and software. Links to the plug-ins (special free software) that you will need are provided.

Assistance:

For technical assistance contact the 24/hour helpline at <https://d2lhelp.view.usg.edu/> (scroll down to the Student Support area).

In addition, please contact the eCore Helpline at 678-839-5300.

Discover an Error?

If you discover a typo, broken image, or other error in your eCore course, use the [eCore Student Change Request Form](#) to report the required change. Once the form is submitted, an eCore staff member will contact you within 48 hours.

Please note that this form is NOT for grade related or instructor related complaints. To report this type of information, please access the [Student Complaint Policy](#) page on the eCore website.

Smarterthinking Online Tutoring:

Smarterthinking is an online tutoring resource for eCore students. Smarterthinking provides tutoring for eCore students in mathematics (basic math through Calculus), Chemistry, Physics, Statistics, Spanish, and Writing in any subject. For login instructions, please refer to the Smarterthinking page under Course Resources or access the site directly at <https://ecore.usg.edu/students/smarthinking/index.html>.

Class Format

This course is an online course using *GoVIEW* and your computer as the delivery medium. You are not required to attend class face to face. However, a mid-term and/or final exam will be given in a proctored environment. This means you will need to appear in person at a designated location to take the exams. You may take proctored exams at any of

the affiliate institutional testing centers for a proctored exam or you must locate an independent proctor.

Attendance

"Attendance" and presence are required. You will be expected to participate in ongoing discussions of the lesson topics and to interact with other students and your instructor regularly. Lack of participation in weekly online discussions is considered an absence, even if you are logged into the course. If for any reason you are unable to participate by the due dates listed in the course calendar it is your responsibility to inform your instructor.

Grading and Standards

Grade Breakdown

GRADED ACTIVITY	WEIGHT	PROCTORED?	BRIEF DESCRIPTION
Participation/Discussions	25%		
Quizzes	20%		
Assignments	20%		
Concert Critiques (2)	10%		
Midterm Exam	15%	YES	
Final Project	10%		

**All proctored (face-to-face) experiences within a course are considered mandatory. A student who does not take the mandatory proctored experience(s) will fail the course.*

Grade Turnaround:

All assignments and assessments will usually be graded within one week's time. Your instructor will provide comments along with grade as necessary for feedback. All emails will be answered within 24 hours excepting weekends.

Grade Scale

Grades are based on student performance and capability. Simply turning in all the assignments does not guarantee that you will receive a "good grade." To receive a higher grade, you must demonstrate proficiency in the material. For different students, gaining that proficiency requires different levels of work, because not all students walk into the class with the same aptitude for the course content. The standards for the respective grades are as follows:

A: 90-100%

B: 80-89%

C: 70-79%

D: 60-69%

F: 0-59%

Expectations and Standards

A – To achieve this grade you must display superior performance in his/her course work. This includes demonstrating the ability to process and comprehend complex ideas, and to be able to convey those ideas to others in a clear,

intelligent manner. An "A" student will go beyond simple requirements and seek to excel in his/her preparation for and presentation of assigned work. He/she will demonstrate excellence in communication skills and the ability to contextualize material.

B – To achieve this grade you need to display above average performance in your course work, including demonstrating the ability to process and comprehend complex ideas, while being able to convey those ideas in a clear, intelligent manner. As a "B" student you will also go beyond minimum requirements in terms of preparation and presentation of assigned work. You will demonstrate above average communication skills and ability to contextualize material.

C – For this grade the you must meet the minimum requirements for the course, displaying adequate performance in his/her course work, and adequately demonstrate the ability to comprehend complex ideas, while also being able to convey those ideas in a like manner. A "C" student demonstrates competence in terms of preparation and presentation of assigned work. You will demonstrate adequate communication skills and ability to contextualize materials.

D – A student receiving this grade is performing below the minimum requirements for the course. This could include failure to complete or turn in assignments on a timely basis, or failure to adequately demonstrate the ability to comprehend or convey complex ideas. A "D" indicates that your performance is below the average in terms of preparation and presentation of assigned work. You may not be demonstrating adequate communication skills or ability to contextualize materials.

F – If you receive an F, you have failed to meet the requirements of the course, including failure to complete or turn in assignments, or failure to demonstrate ability to comprehend or convey complex ideas. An "F" student has not performed in a manner satisfactory to the standards of the class.

Late Policy

Late policies will be determined by the individual instructor.

Time Commitment

Taking a course online is not easier or faster. It will take as much or more time than taking a face-to-face class. If you normally go to class 3 hours per week per course you will need to devote that same amount of time to your online course. In addition to online time, you should be prepared to spend time studying and working with course materials several hours per week offline. It will be helpful to set aside regular study time when you can work uninterrupted. Offline time could be spent in composing messages to post online, writing papers, reading, studying, reflecting, and planning.

The amount of time it will take you to complete the work for this course will depend on many factors, which will vary with each individual. As a general rule, in this course you will be expected to:

- Log on daily to check for messages from your instructor and from other students.
- Check the course Calendar and the Main Discussion Topic for announcements from your instructor.
- Study and read all assigned readings and online materials for each lesson.
- Contribute to discussions and group projects in thoughtful and substantive ways.
- Complete all course work and assignments in the time allowed.

Class Participation

In this course, participation in the discussion activities in this course counts as 20 percent of your final grade. You will be expected to participate in ongoing discussions of the lesson topics and to interact with other students and your instructor regularly. In addition to the ongoing discussions, you will occasionally complete special discussion assignments which are designed to accomplish specific learning goals. To help you know what is expected of you for participation and how your participation will be graded, be sure to read the Participation Guidelines.

Participation Guidelines :

Your participation in class discussions is very important and counts as 20 percent of your final grade. It is expected that you will demonstrate positive attitude and courtesy toward other participants in the discussion and observe good discussion netiquette. The following scale describes how your contributions to the course discussions will be evaluated and assessed for each discussion assignment:

Exemplary

To have an exemplary performance, you will:

- Actively participate in the discussion
- Respond to issues raised by the instructor and classmates
- Pose new ideas and information relevant to the discussion
- Consistently show an awareness and respect for divergent points of view
- Keep to the point
- Interact more than twice with other participants
- Present ideas that are well developed and supported by historical evidence
- Consistently display careful, critical analysis of the assigned readings
- Demonstrate clear evidence of critical thinking

Accomplished

To reflect an “accomplished” performance, you will:

- Actively participate in the discussion
- Respond to issues raised by instructor and other students
- Pose new ideas and information relevant to the discussion
- Consistently show awareness and respect for divergent points of view
- Keep to the point
- Interact at least twice with classmates
- Present ideas that are well developed
- Provide evidence from the assigned readings to support your ideas
- Demonstrate evidence of critical thinking

Adequate

Your performance is “adequate” if you:

- Actively participate in the discussion
- Respond to issues raised by the instructor and other students
- Pose new ideas and information relevant to the discussion
- Show awareness and respect for other points of view
- Tend to get off track
- Interact at least twice with other participants
- Demonstrate ideas that lack analysis
- Inconsistently provide evidence to support ideas from assigned readings
- Demonstrate some critical thinking

Needs More Work

Your discussion will be considered to “need more work” if you:

- Inconsistently participate
- Answer only questions posed by instructor

- Do not introduce new ideas or information relevant to the discussion
- Reflect a lack of awareness for other points of view
- Tend to get off track
- Interact only once with other students
- Demonstrate developing ideas
- Show no clear evidence of having completed the readings
- Demonstrate non-analytical thinking

Netiquette Guide:

To reflect courtesy in your discussion postings you should follow the suggestions below;

1. Focus on one subject per message and use pertinent subject titles.
2. Capitalize words only to highlight a point or for titles -- Capitalizing otherwise is the equivalent to SHOUTING!
3. Provide citations all quotes, references, and sources.
4. When posting a long message, warn your readers at the beginning of your post.
5. Do not forward or copy material from a classmate's messages without his or her permission.
6. It's fine to use humor, but use it carefully. The absence of face-to-face cues can cause humor to be misinterpreted as criticism or flaming (angry, antagonistic criticism). Feel free to use emoticons such as :-) or ;-) to let others know that you're being humorous.

Discussion-Responsive Post Labels

Students are expected respond to a minimum of two student posts and to also label each responsive post choosing from the following types of posts:

RESPONSE: an answer to a discussion topic question or to a previous post.

COMMENT: a meta-discussion statement, i.e., **an observation** regarding the content or characteristics of the discussion.

QUERY: asking one or more questions of a previous respondent.

CLARIFY: an explanation or elaboration of a previously posted response (either the poster's or another student's).

FYI: A post that shares information gathered via research online or from the textbook. Post should include hyperlinks, page numbers from the text, and/or a Work Cited list at the bottom of the post.

In order to receive full credit on the discussion board, responses must be labeled appropriately in the subject box with the type of response. More than one response can be present, for example: **COMMENT/CLARIFY**.

Unit Breakdown

Unit 1: Music Fundamentals

Unit 2: Middle Ages & Renaissance

Unit 3: Baroque

Unit 4: Classical

Unit 5: 19th Century & Romanticism

Unit 6: 20th Century & Beyond

Unit 7: Popular Music in the United States

Unit 8: Pulling it all Together (Course Recap)

Academic Honesty

Academic Honesty

(Acknowledgement is hereby given to Georgia State University on whose policy this is based).

As members of the academic community, you are expected to recognize and uphold standards of intellectual and academic integrity. The University System of Georgia assumes as a basic and minimum standard of conduct in academic matters that all students will be honest and that they submit for credit only the products of their own efforts. Both the ideals of scholarship and the need for fairness require that all dishonest work be rejected as a basis for academic credit. They also require that students refrain from any and all forms of dishonorable or unethical conduct related to their academic work.

In an effort to foster an environment of academic integrity and to prevent academic dishonesty, you are expected to discuss with faculty the expectations regarding course assignments and standards of conduct. In addition, you are encouraged to discuss freely with faculty, academic advisers, and other members of the academic community any questions pertaining to the provisions of this policy.

Definitions and Examples

The examples and definitions given below are intended to clarify the standards by which academic honesty and academically honorable conduct are to be judged.

- Plagiarism
- Cheating on examinations
- Unauthorized Collaboration
- Falsification
- Multiple Submissions
- Evidence and Burden of Proof

The list is merely illustrative of the kinds of infractions that may occur, and it is not intended to be exhaustive. Moreover, the definitions and examples suggest conditions under which unacceptable behavior of the indicated types normally occurs. However, there may be unusual cases that fall outside these conditions that also will be judged unacceptable by the academic community.

Plagiarism

(NOTE: Plagiarism detection systems are often used by eCore faculty members. For example, see the following site: http://turnitin.com/en_us/training/student-training. Faculty are also advised to report violations to the eCore Administrative offices for investigation.)

Plagiarism is presenting another person's work as your own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student's work as one's own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else.

The submission of research or completed papers or projects by someone else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the instructor. Failure to indicate the extent and nature of your reliance on other sources is also a form of plagiarism.

Finally, there may be forms of plagiarism that are unique to an individual discipline or course, examples of which

should be provided in advance by the instructor. You are responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly, or creative indebtedness, and the consequences of violating this responsibility.

Cheating on Examinations

Cheating on examinations involves giving or receiving unauthorized help before, during, or after an examination. Examples of unauthorized help include the use of notes, texts, "crib sheets," websites, electronic documents or notes, and computer programs during an examination (unless specifically approved by the instructor), or sharing information with another student during an examination (unless specifically approved by the instructor). Other examples include intentionally allowing another student to view your own examination and forbidden collaboration before or after an examination.

Unauthorized Collaboration

Submission for academic credit of a work product, developed in substantial collaboration with other person or source but represented as one's own effort, is unauthorized. Seeking and providing such assistance is a violation of academic honesty. However collaborative work specifically authorized by an instructor is allowed.

Falsification

It is a violation of academic honesty to misrepresent material or fabricate information in an academic exercise, assignment or proceeding. Some examples of falsification are:

- false or misleading citation of sources
- the falsification of the results of experiments or of computer data
- false or misleading information in an academic context in order to gain an unfair advantage).

Multiple Submissions

It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the instructor(s) to whom the material is submitted for additional credit. In cases in which there is a natural development of research or knowledge in a sequence of courses, use of prior work may be desirable, or required. However, the student is responsible for indicating in writing, that the current work submitted for credit is cumulative in nature.

Evidence and Burden of Proof

In determining whether or not academic dishonesty has occurred, guilt must be proven by a preponderance of the evidence. This means that if the evidence that academic dishonesty occurred produces a stronger impression and is more convincing compared to opposing evidence, then academic dishonesty has been proven. In other words, the evidence does not have to be enough to free the mind from a reasonable doubt but must be sufficient to incline a reasonable and impartial mind to one side of the issue rather than to the other. Evidence as used in this statement can be any observation, admission, statement, or document that would either directly or circumstantially indicate that academic dishonesty has occurred. Electronic means may be used to monitor student work for the inappropriate use of the work of others.

Consult your eCore Student Guide at <https://ecore.usg.edu/current-students/student-guide/policies-and-procedures/student-academic-dishonesty-procedures> for further details on the eCore Academic Honesty Policy.