**ESSEX COUNTY COLLEGE**

**Humanities Division**

**MUS 108 *–* Music History**

**Course Outline**

**Course Number & Name:**  MUS 108Music History

**Credit Hours:**  3 .0 **Contact Hours:**  3.0 **Lecture:** 3.0 **Lab:**  N/A **Other:**  N/A

**Prerequisites**:  None

**Co-requisites:** None **Concurrent Courses:** None

**Course Outline Revision Date:**  Fall 2010

**Course Description**: This course introduces and acquaints the student with the historical aspects of western classical music, including outstanding composers, and the various periods. Throughout the course the student is introduced to virtually every type, style and history of classical music in an attempt to develop music discrimination, taste, appreciation and historical perspective.

**General Education Goals**: MUS 108 is affirmed in the following General Education Foundation Category: **Humanistic Perspective**. The corresponding General Education Goal is as follows: Students will analyze works in the field of art, music, or theater; literature; and philosophy and/or religious studies; and will gain competence in the use of a foreign language.

**Course Goals:** Upon successful completion of this course, students should be able to do the following:

1. describe and engage in the creative process in music;
2. list and describe important musical components and styles from the Baroque period to the present; and
3. discuss the flow of musical history, especially the position of most major composers within the continuum, and the influences each had upon their colleagues and upon succeeding generations of composers.

**Measurable Course Performance Objectives (MPOs)**: Upon successful completion of this course, students should specifically be able to do the following:

1. Describe and engage in the creative process in music:

1.1 *describe the intricacies involved in the historical process as applied to classical music*;

1.2 *describe the performing techniques involved in classical music*

**Measurable Course Performance Objectives (MPOs)** (continued):

2. List and describe important musical components and styles from the Baroque period to the present:

2.1 *identify musical instruments through classical music history;*

2.2 *list the various major style periods in classical music;*

2.3 *compare and contrast various style periods and genres of classical music*;

2.4 *identify style characteristics of classical music*;

2.5 *recognize the various major conductors and performers through classical music history;* and

2.6 *define and properly use classical musical terminology*

3. Discuss the flow of musical history, especially the position of most major composers within the continuum, and the influences each had upon their colleagues and upon succeeding generations of composers:

3.1 *name the major composers of classical music in each era;*

3.2 *compare and contrast various composers in classical music;* and

3.3 *identify relevant facts about specific major composers and compositions in classical music*

**Methods of Instruction**: Instruction will consist of a combination of lectures/discussions, guided exercises in listening to various music and musical styles, attendance at live performances, and brief written responses to listening examples.

**Outcomes Assessment:** Exam questions are blueprinted to course objectives. Rubrics are used to evaluate concert reviews for the presence of course objectives. Data is collected and analyzed to determine the level of student performance on these assessment instruments in regards to meeting course objectives. The results of this data analysis are used to guide necessary pedagogical and/or curricular revisions.

**Course Requirements:** All students are required to:

1. Maintain regular attendance.

2. Read the textbook.

3. Complete all assigned work.

**Methods of Evaluation:** Final course grades will be computed as follows:

**% of**

**Grading Components final course grade**

* **Class Participation 10%**

Class discussion will focus on composers, compositions and instruments used in classical music. Students who participate will provide evidence of the extent to which they have met course objectives.

* **Concert Attendance & Written Concert Reviews 10%**

Students attend a concert or recital of classical music to reinforce the objectives taught in the course. Students then write a review, which will provide evidence of the extent to which students have met course objectives, of the concert or recital.

* **Midterm Examination** (covering chapters 4, 5 & 6) **40%**

The midterm exam is designed to evaluate student progress and knowledge in course topics and mastery of course objectives.

* **Final Examination** (covering chapters 7, 9 & 10) **40%**

The final exam is designed to evaluate student knowledge of the learning outcomes and course topics.

**Academic Integrity:** Dishonesty disrupts the search for truth that is inherent in the learning process and so devalues the purpose and the mission of the College.  Academic dishonesty includes, but is not limited to, the following:

* plagiarism – the failure to acknowledge another writer’s words or ideas or to give proper credit to sources of information;
* cheating – knowingly obtaining or giving unauthorized information on any test/exam or any other academic assignment;
* interference – any interruption of the academic process that prevents others from the proper engagement in learning or teaching; and
* fraud – any act or instance of willful deceit or trickery.

Violations of academic integrity will be dealt with by imposing appropriate sanctions.  Sanctions for acts of academic dishonesty could include the resubmission of an assignment, failure of the test/exam, failure in the course, probation, suspension from the College, and even expulsion from the College.

**Student Code of Conduct:** All students are expected to conduct themselves as responsible and considerate adults who respect the rights of others. Disruptive behavior will not be tolerated. All students are also expected to attend and be on time all class meetings. No cell phones or similar electronic devices are permitted in class. Please refer to the Essex County College student handbook, *Lifeline*, for more specific information about the College’s Code of Conduct and attendance requirements.**Course Content Outline:** based on the text **Understanding Music,** by Jeremy Yudkin; published by Prentice Hall.

**WeekChapter/Topic**

* 1. Chapter 4: The Middle Ages
  2. Chapter 4: The Middle Ages (continued)
  3. Chapter 5: The Renaissance: 1400-1600
  4. Chapter 5: The Renaissance: 1400-1600 (continued)
  5. Chapter 6: The Baroque Era: 1600-1750
  6. Chapter 6: The Baroque Era: 1600-1750 (continued)

Review for Midterm Exam

* 1. **Midterm Exam**
  2. Chapter 7: The Classical Era: 1750-1800

* 1. Chapter 7: The Classical Era: 1750-1800 (continued)

* 1. Chapter 9: The Nineteenth Century
  2. Chapter 9: The Nineteenth Century (continued)
  3. Chapter 10: The Twentieth Century

13 Chapter 10: The Twentieth Century (continued)

14 Review for Final Exam

15 **Final Exam**