ESSEX COUNTY COLLEGE  
Humanities Division  
MUS 100 – Music Appreciation  
Course Outline  

Course Number & Name: MUS 100 Music Appreciation  
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 all aspects of music, including outstanding composers, the different types of music they created, how the music is performed, great performers and conductors, and the techniques involved in these fields. The class focuses on developing skills necessary to become an intelligent listener. Throughout the course the student is introduced to virtually every type and style of music in an attempt to develop music discrimination, taste and appreciation.  

General Education Goals: The aggregate of the core courses required for any major at ECC have the following goals:  

1. Written and Oral Communication: Students will communicate effectively in both speech and writing.  
2. Quantitative Knowledge and Skills: Students will use appropriate mathematical and statistical concepts and operations to interpret data and to solve problems.  
3. Scientific Knowledge and Reasoning: Students will use the scientific method of inquiry through the acquisition of scientific knowledge.  
4. Technological Competency/Information Literacy: Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.  
5. Society and Human Behavior: Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.  
6. Humanistic Perspective: 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.  
7. Historical Perspective: Students will understand historical events and movements in World, Western, non-Western, or American societies and assess their subsequent significance.  
8. Global and Cultural Awareness of Diversity: Students will understand the importance of global perspective and culturally diverse peoples.  
9. Ethics: Students will understand ethical issues and situations.
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 creative process as applied to music; and
   1.2 describe the performing techniques involved in music
2. List and describe important musical components and styles from the Baroque period to the present:
   2.1 identify musical instruments and their families;
   2.2 list the various major style periods in music;
   2.3 compare and contrast various style periods and genres;
   2.4 identify style characteristics of classical music;
   2.5 recognize the various major conductors and performers; and
   2.6 define and properly use 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 music in each era;
   3.2 compare and contrast various composers; and
   3.3 identify relevant facts about specific major composers and compositions

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 reports and 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:

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<thead>
<tr>
<th>Grading Components</th>
<th>% of final course grade</th>
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<tbody>
<tr>
<td><strong>Class Participation</strong></td>
<td>10%</td>
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<tr>
<td>Class discussion will focus on composers, compositions and instruments used in various pieces. Students who participate will provide evidence of the extent to which they have met course objectives.</td>
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<tr>
<td><strong>Concert Attendance &amp; Written Concert Reviews</strong></td>
<td>10%</td>
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<tr>
<td>Students attend a concert or recital 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.</td>
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<tr>
<td><strong>Midterm Examination</strong> (covers units 1 through 8)</td>
<td>40%</td>
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<td>The midterm exam is designed to evaluate student progress and knowledge in course topics and mastery of course objectives.</td>
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<tr>
<td><strong>Final Examination</strong> (covers units 9 through 22)</td>
<td>40%</td>
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<td>The final exam is designed to evaluate student knowledge of the learning outcomes and course topics.</td>
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**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 The Enjoyment of Music With 4 enhanced CDs (audio or CD ROM), Student Resource CD, and the accompanying Web Book, 10th shorter edition, by Joseph Machlis and Kristine Forney; published by WW Norton & Co.

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<thead>
<tr>
<th>Week</th>
<th>Unit/Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>Unit 1: The Elements of Music</td>
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<tr>
<td>2</td>
<td>Unit 2: Musical Instruments and Ensembles</td>
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<tr>
<td>3</td>
<td>Unit 3: The Middle Ages</td>
</tr>
</tbody>
</table>
| 4    | Unit 4: The Renaissance  
    Unit 5: The Organization of Musical Sounds |
| 5    | Unit 6: The Baroque Spirit  
    Unit 7: Vocal Music of the Baroque |
| 6    | Unit 8: Instruments of the Baroque |
| 7    | Review for Midterm Exam |
| 8    | Midterm Exam |
| 9    | Unit 9: The Sonata Cycle  
    Unit 10: The Classical Spirit |
| 10   | Unit 11: Classical Chamber Music  
    Unit 12: The Classical Symphony  
    Unit 13: The Classical Concerto and Sonata |
| 11   | Unit 15: The Romantic Movement  
    Unit 16: The 19th Art Song |
| 12   | Unit 17: The 19th Century Piano Piece  
    Unit 19: The Romantic Symphony and Concerto |
| 13   | Unit 21: The Impressionist and Post-Impressionist  
    Unit 22: The Early Twentieth Century |
| 14   | Review for Final Exam |
| 15   | Final Exam |