



SYLLABUS

MUHL 214 Enjoyment of Music

202241

MUHL 214 Enjoyment of Music

School of Distance Education

Self-Paced Format

This course follows a self-paced online format. This format allows you to set your own pace of study. While you have 180 days from your start date to complete the course with Andrews University, it is your responsibility to meet any deadlines set by your home institution. The last day to withdraw with a full refund is 15 days after your start date. See [more withdrawal details here](#).

Instructor Contact

Please refer to course in Learning Hub for the teacher contact information.

Communication with the Instructor

It is important to remember that while the Internet is available 24 hours a day, your instructor is not. You can expect that your instructor will respond to e-mail message to you within 2 business days during the week and may not be available to respond on weekends.

Other Assistance

Username and password assistance	helpdesk@andrews.edu	(269) 471-6016
Technical assistance with online courses	dlit@andrews.edu	(269) 471-3960
Exam requests and online proctoring	sdeexams@andrews.edu	Call: (269) 471-6566
Distance Student Services - any other questions	sdestudents@andrews.edu	Text: (269) 397-4477

Part 1: Course Information

Course Description

An opportunity to acquire a better appreciation of classical music – to discover how church music, folk songs, jazz spirituals, gospel, rock and roll, and pop music fit into the broad spectrum of classical music from 1000 A.D. to the present day.

Required Text/Material

Smithsonian Folkways World Music Collection (Smithsonian Folkways #40471) Best of the Millennium: Top 40 Classical Hits (Polygram Records #463240)

Richard Goode's recording of Mozart's Piano Concerto No. 20 (Nonesuch #79439) Amadeus DVD

Credit Hour and Commitment

This course is offered for 3 semester credits; therefore it is expected that you will spend 135 hours total on this course. This course has 17 assignments and 1 exam; so it is recommended that you budget 7.5 hours for studying and preparing for each assignment or exam. Suggested schedule(s) to accomplish this work are included in this syllabus.

Andrews Core Experience Learning Outcomes

Seek Knowledge

1. Strengthen the ability to communicate effectively. Oral and Written. [S1]
2. Develop the ability to think critically, observe accurately, analyze quantitatively, draw reasonable inferences, perceive relationships, and show the ability to discriminate among alternatives and design creative strategies to solve problems. [S2]
3. Enjoy the cultural achievements of humanity and foster participation in creative and aesthetic activity. [S3]
4. Master content knowledge across the academic disciplines identified in the General Education tables. By specifying courses to that end, Andrews University recognizes the learning outcomes foundational to developing thoughtful citizens of the world. [S4]

Affirm Faith

1. Construct a thoughtfully conceived worldview that recognizes the roles of Scripture, nature, and human discovery as sources of truth. [A1]
2. Consciously make Christian convictions explicit and apply them ethically, as well as articulate individual values from the viewpoint of one's chosen profession. [A2]
3. Understand the heritage and mission of Andrews University in furthering the teachings of Christ within the context of Seventh-day Adventist faith and practice with a view to the heritage and mission of Andrews University. [A3]
4. Exhibit compassionate behavior towards other individuals and show respect for the dignity of all people, affirming the Biblical view of all persons being created in the image of God who in Christ wants all human beings to be one, independent of gender or ethnic background. [A4]

Change the World

1. Enjoy camaraderie with many individuals and form enduring friendships within the diverse campus community. [C1]
2. Evaluate one's interpersonal effectiveness, including the ability to work in groups while maintaining the ability to think for oneself, and strive to enlarge the scope of all personal abilities. [C2]
3. Understand one's role and responsibilities as a citizen in a secular society and as a member of a religious community; and then, beyond understanding, to respond with thoughts, with emotion, and with action to the needs of one's wider community. [C3]

Enjoyment of Music Outcomes

1. Explore basic fundamentals of the language of music. [E1]
2. Explore major composers from historical periods of Western music. [E2]
3. Find correlations between the Western traditions and modern popular forms of music. [E3]
4. Attend concerts and develop skills for listening and understanding music. [E4]
5. Develop a well-rounded understanding of the history of music. [E5]

Student Learning Outcomes (SLO) The student should be able to:

1. Appreciate music that was previously unknown. [SLO1]
2. Identify music from major historical periods. [SLO2]
3. Become a critical listener. [SLO3]
4. Learn practical techniques for researching composers and music that can be used in the future. [SLO4]
5. Become well-rounded as an audience member or musician. [SLO5]

Part 2: Course Methods and Delivery

Methods of Instruction

Methods of instruction include assigned readings from the textbook and the course material, short essays and reflections on the reading, and one exam. Regular participation in the course is essential to good performance.

Technical Requirements

- Computer: PC (Win 10 or newer) or MAC (10.14 or better)
- A webcam with microphone, and speakers (or plug in headset)
- Internet: 2.4 Mbps or faster DSL, cable or Wi-Fi connection
- Browser: Current version of Chrome or Firefox
- Software: Office 2013 or newer ([Office 365 available here](#))

LearningHub Access

This course is delivered online through LearningHub at <http://learninghub.andrews.edu>

Your username and password are your Andrews username and password. You need to activate your username and password to access LearningHub.

Please do this online here: <https://vault.andrews.edu/vault/pages/activation/information.jsp> if you haven't already. If you need assistance, call or email us: (296) 471-6016 or <mailto:helpdesk@andrews.edu>.

If you need technical assistance at any time during the course, or to report a problem with LearningHub, please email dlit@andrews.edu or call (269) 471-3960.

Part 3: Course Requirements

Important Note: Activity and assignment details will be explained in detail within each learning module. If you have any questions, please contact your instructor.

Your Schedule

In Learning Hub, you will access online lessons, course materials, and resources. This course is self-paced. You must complete the course within 180 days. This is the Consortium policy. You may have a stricter deadline imposed by graduation, financial aid, or other restrictions.

Start by creating a schedule for completion of the course.

- Determine your deadline. Do you need a transcript sent to your home institution?
- Working from your deadline, count backwards. Allow 2 weeks after you take your final exam for your final grade to be calculated. Allow another 2 weeks for the transcript to be processed and sent.
- Now use the suggested schedules to create a schedule for yourself that ensures completion 4 weeks before your deadline.

Submit your course plan to your instructor within Learning Hub AND discipline yourself to make regular progress.

Assessment Descriptions

Essays

There are four 2-3-page short essays that require reflection but also integration of music into your everyday life through interviews, and arguments. Each of the reflection essays is worth 10% of the final grade.

Assignments / Provocation

There are thirteen assignments, most of which consist of several short essay questions requiring you to apply and reflect upon the required readings for each week, as well as on required musical pieces that will be assigned for listening. In Assignment 14, you will conduct an interview regarding musical genres. These assignments are worth 50% of the final grade.

Rubrics

Essay Rubric

Criteria	Excellent	Developing	Unsatisfactory
Depth/Analysis	<i>3 points</i> In-depth discussion of all points; Evident that much thought has been put into the subject matter and writing. Conflicting perspectives are known, considered, and discussed. Counter-arguments are consistently anticipated and refuted.	<i>2 points</i> In-depth discussion of most points; Evident that some thought has been put into the writing. Most conflicting perspectives are known and are usually considered and discussed. Some counter arguments are anticipated and refuted.	<i>1 points</i> Writing has been thrown-together, lack of evidence of thoughtfulness. Much fluff and fillers. Many Platitudes. Main points stand alone with no consideration or fair treatment of alternative perspectives.
Length	<i>3 points</i> Concise, with every sentence counting; stays close to the word limit; Not too long or too short	<i>2 points</i> Fairly concise; stays close to the word limit; Not extremely long or short.	<i>1 point</i> Excessively long or short.
Style/Accuracy	<i>3 points</i> Is easy to follow. Written simply and clearly. Covers the topic neatly without veering off. Main points are clear and few. Writing shows that student knows the material taught and can apply it accurately in a new situation	<i>2 points</i> Is usually easy to follow, written simply and clearly, and stays on topic without veering off. There may be a few too many points or a confusing sentence or two. Writing shows that student knows much of the material taught and can usually apply it.	<i>1 point</i> Veers off topic. It is difficult to follow main points or grasp writer's meaning in large sections of the work. Writing is disorganized. Writing displays a failure to understand, recall, or apply much of the material in new situations.
Grammar/ References	<i>3 points</i> Uses accurate grammar, syntax, spelling, capitals, and punctuation. No text abbreviations. Quotes used are short and used sparingly. All quotes are correctly referenced.	<i>2 points</i> There may be a few grammatical or syntactical mistakes. Most quotes are correctly referenced.	<i>1 point</i> Poor and inaccurate English grammar. Major errors in editing, use of slang, non-conversational contractions, or texting abbreviations. Quotes bible or textbook extensively or uses incorrect referencing.

Exams

There is one exam in this course. The final exam will be a reflective and detailed essay in which you consider your experience in this course. The exam is worth 50 points. You will be allowed 120 minutes to take this exam. This exam is worth 10% of your grade

Follow prompts in the course space to set up your exam session. In each module that contains an exam, you will find what to review and what materials are allowed (if any) during the exam. This exam must be taken under the supervision of a proctor.

Please read the important information about taking exams and how online proctoring works at www.andrews.edu/distance/students/exams.html. The follow the instructions that apply to your situation on the [exam request form](#) to set up your exam session.

Please note that an exam code is never released to the student. All students must present photo identification before each exam session. Exams can only be proctored after a deadline with approval directly from the instructor to the Testing Center (sdeexams@andrews.edu or 269-471-6566). No exam is returned to the student for review. To aid studying for future exams, you may request the instructor to provide summary feedback on an exam.

Suggested schedule for completion in 8 weeks:

Modules	Lessons	Readings	Assignments
Intro	These items will need to be completed before you will have access to the rest of the course	Orientation Course Overview Introductions Academic Integrity	Schedule Introduce Yourself Academic Integrity Quiz Academic Integrity Statement
1	Lesson 1: Music and You Lesson 2: African Musics Lesson 3: The Different Meanings of Music	Reading Assignment found in Lesson 1 Reading Assignment found in Lesson 2 Reading Assignment found in Lesson 3	Assignment 1 Assignment 2 Assignment 3
2	Lesson 4: World Music and Reflection Essay Lesson 5: Popular Music (part 1)	Reading Assignment found in Lesson 4 Reading Assignment found in Lesson 5	Assignment 4 Assignment 5
3	Lesson 6: Popular Music (Part 2) Lesson 7: Popular Music (Part 3) & Reflection Essay 2	Reading Assignment found in Lesson 6 Reading Assignment found in Lesson 7	Assignment 6 Assignment 7
4	Lesson 8: Music and the Mind Lesson 9: Music and Morality (Part 1)	Reading Assignment found in Lesson 8 Reading Assignment found in Lesson 9	Assignment 8 Assignment 9
5	Lesson 10: Music and Morality (Part 2) & Reflection Essay 3 Lesson 11: Careful Listening	Reading Assignment found in Lesson 10 Reading Assignment found in Lesson 11	Assignment 10 Assignment 11
6	Lesson 12: A Music Vocabulary (Part 1) Lesson 13: A Music Vocabulary (Part 2)	Reading Assignment found in Lesson 12 Reading Assignment found in Lesson 13	Assignment 12 Assignment 13
7	Lesson 14: Classical Music Lesson 15: Mozart (Part 1) Lesson 16: Mozart (Part 2) & Reflection Essay 4	Reading Assignment found in Lesson 14 Reading Assignment found in Lesson 15 Reading Assignment found in Lesson 16	Assignment 14 Assignment 15 Assignment 16
8	Lesson 17: Considering Classical Music Lesson 18: Summing Up	Reading Assignment found in Lesson 17 Reading Assignment found in Lesson 18	Assignment 17
PROCTORED SEMESTER EXAM			

Suggested schedule for completion in 16 weeks

Modules	Lessons	Readings	Assignments
Intro	These items will need to be completed before you will have access to the rest of the course	Orientation Course Overview Introductions Academic Integrity	Schedule Introduce Yourself Academic Integrity Quiz Academic Integrity Statement
1	Lesson 1: Music and You Lesson 2: African Musics	Reading Assignment found in Lesson 1 Reading Assignment found in Lesson 2	Assignment 1 Assignment 2
2	Lesson 3: The Different Meanings of Music	Reading Assignment found in Lesson 3	Assignment 3
3	Lesson 4: World Music and Reflection Essay	Reading Assignment found in Lesson 4	Assignment 4
4	Lesson 5: Popular Music (part 1)	Reading Assignment found in Lesson 5	Assignment 5
5	Lesson 6: Popular Music (Part 2)	Reading Assignment found in Lesson 6	Assignment 6
6	Lesson 7: Popular Music (Part 3) & Reflection Essay 2	Reading Assignment found in Lesson 7	Assignment 7
7	Lesson 8: Music and the Mind	Reading Assignment found in Lesson 8	Assignment 8
8	Lesson 9: Music and Morality (Part 1)	Reading Assignment found in Lesson 9	Assignment 9
9	Lesson 10: Music and Morality (Part 2) & Reflection Essay 3	Reading Assignment found in Lesson 10	Assignment 10
10	Lesson 11: Careful Listening	Reading Assignment found in Lesson 11	Assignment 11
11	Lesson 12: A Music Vocabulary (Part 1)	Reading Assignment found in Lesson 12	Assignment 12
12	Lesson 13: A Music Vocabulary (Part 2)	Reading Assignment found in Lesson 13	Assignment 13
13	Lesson 14: Classical Music	Reading Assignment found in Lesson 14	Assignment 14
14	Lesson 15: Mozart (Part 1) Lesson 16: Mozart (Part 2) & Reflection Essay 4	Reading Assignment found in Lesson 15 & 16	Assignment 15 Assignment 16
15	Lesson 17: Considering Classical Music Lesson 18: Summing Up	Reading Assignment found in Lesson 17 & 18	Assignment 17
16	PROCTORED SEMESTER EXAM		

Completing Assignments

All assignments for this course will be submitted electronically through LearningHub unless otherwise instructed.

Part 4: Grading Policy

Graded Course Activities

Percent %	Description
50	Provocation (Assignments 1-3, 5-6, 8-9, 11-15, 17)
40	Reflection Essays (Assignments 4,7,10,16)
10	Semester – Final - Exam
100	Total Percent Possible

Viewing Grades in Moodle

- Click into the course.
- Click on the **Grades** link in Administration Block to the left of the main course page.

Letter Grade Assignment

Letter Grade	Percentage
A	93-100%
A-	90-92%
B+	88-89%
B	83-87%
B-	80-82%
C+	78-79%
C	73-77%
C-	70-72%
D	60-69%
F	0-59%

Part 5: Course Policies

Withdrawal and Incomplete Policies

The current withdrawal policy can be found online at

<https://www.andrews.edu/distance/students/gradplus/withdrawal.html>. The incomplete policy is found online at <http://www.andrews.edu/weblmsc/moodle/public/incompletes.html>.

Maintain Professional Conduct Both in the Classroom and Online

The classroom is a professional environment where academic debate and learning take place. Your instructor will make every effort to make this environment safe for you to share your opinions, ideas, and beliefs. In return, you are expected to respect the opinions, ideas, and beliefs of other students—both in the face-to-face classroom and online communication. Students have the right and privilege to learn in the class, free from harassment and disruption.

Academic Accommodations

Students who require accommodations may request an academic adjustment as follows:

1. Read the Andrews University Disability Accommodation information at <https://www.andrews.edu/services/sscenter/disability/>
2. Download and fill in the disability form at <http://www.andrews.edu/services/sscenter/disability/accommodationsreqform.pdf>. Preferably type answers. To save a digital copy, 1) print to file and save or 2) print and scan. Email the completed form and disability documentation (if any) to success@andrews.edu or fax it to (269) 471-8407.
3. Email sdestudents@andrews.edu to inform the School of Distance Education that a disability has been reported to Student Success.

Commitment to Integrity

As a student in this course, and at the university, you are expected to maintain high degrees of professionalism, commitment to active learning, participation in this course, and integrity in your behavior in and out of this online classroom.

Commitment to Excellence

You deserve a standing ovation based on your decision to enroll in, and effectively complete this course. Along with your pledge of “commitment to Integrity” you are expected to adhere to a “commitment to excellence.” Andrews University has established high academic standards that will truly enhance your writing and communication skills across the disciplines and in diverse milieu with many discourse communities in the workplace.

Honesty

Using the work of another student or allowing work to be used by another student jeopardizes not only the teacher-student relationship but also the student’s academic standing. Lessons may be discussed with other students, tutors may help to guide a student’s work, and textbooks, encyclopedias and other resource materials may be used for additional assistance, but the actual response must be the student’s own work. A student who gives information to another student to be used in a dishonest way is equally guilty of dishonesty.

Any violation of this policy will be taken before the Higher Education Academic and Curriculum Committee for appropriate punitive action.