



SENATE COMMITTEE ON CURRICULAR AFFAIRS
COURSE SUBMISSION AND CONSULTATION FORM

Principal Faculty Member(s) Proposing Course

Name	User ID	College	Department
STEPHEN HOPKINS	soh10	Arts and Architecture (AA)	Not Available

Academic Home: Arts and Architecture (AA)

Type of Proposal: Add Change Drop

Course Designation

(MUSIC 11Z) Under the Hood: How Classical Music Works

Course Information

Cross-Listed Courses:

Prerequisites:

Corequisites:

Concurrents:

Recommended Preparations:

Abbreviated Title: How Clscl Mus Wrks
Discipline: General Education
Course Listing: Linked

Special categories for Undergraduate (001-499) courses

Foundations

- Writing/Speaking (GWS)
- Quantification (GQ)

Knowledge Domains

- Health & Wellness (GHW)
- Natural Sciences (GN)
- Arts (GA)
- Humanities (GH)
- Social and Behavioral Sciences (GS)

Additional Designations

- Bachelor of Arts
- International Cultures (IL)
- United States Cultures (US)
- Honors Course
- Common course number - x94, x95, x96, x97, x99
- Writing Across the Curriculum

First-Year Engagement Program

- First-Year Seminar

Miscellaneous

Common Course

GE Learning Objectives

GenEd Learning Objective: Effective Communication

GenEd Learning Objective: Creative Thinking

GenEd Learning Objective: Crit & Analytical Think

GenEd Learning Objective: Global Learning

GenEd Learning Objective: Integrative Thinking

GenEd Learning Objective: Key Literacies

GenEd Learning Objective: Soc Resp & Ethic Reason

Bulletin Listing

Minimum Credits:	3
Maximum Credits:	3
Repeatable:	NO
Department with Curricular Responsibility:	Music (UPAA_MUSIC)
Effective Semester:	FA 2018
Travel Component:	NO

Course Outline

A brief outline or overview of the course content:

An introductory examination of classical music, drawing together aspects of theory and repertoire to understand how the music works, including curricular links to INART 050Z, The Science of Music.

A listing of the major topics to be covered with an approximate length of time allotted for their discussion:

The course is divided into four units, each consisting of three or four lessons. In a fifteen-week semester, one week's time would normally be devoted to each lesson. The units are:

Unit 1: Essential Background

Lesson 1: Introduction, Overview, What is tonality? Why Classical Music?

Lesson 2: Music Fundamentals, Part I; keyboard, pitch, octave, octave equivalence, pitch class; diatonic scales, major and minor scales; chromatic scale

Lesson 3: Music Fundamentals, Part II; staff, clefs, pitch; reading music; rhythm and meter, melody, harmony, chords, chord progressions, tonality

Lesson 4: Medieval and Renaissance Music: Gregorian Chant, modes; melodic characteristics of chant; Palestrina; the High Renaissance style; careful control of dissonance; imitative polyphony, homophony

Unit 2: Baroque Era

Lesson 5: Early Baroque Music: Purcell; intervals and interval quality; opera, aria, chromatic descent, tonic to dominant; arithmetic ratios, the significance of the perfect fifth; basso ostinato; tonality and musical meaning

Lesson 6: Baroque: Vivaldi and Bach; Baroque concerto, falling fifths sequence, modulation, leading tone; prelude, arpeggio, seventh chords, secondary dominants, tritone, pedal point

Lesson 7: Baroque: Bach Suites and Partitas; binary form; chaconne, continuous variation; tunings, just intonation, equal temperament

Unit 3: Classical Era

Lesson 8: The Classical Style: Haydn and Mozart; string quartet: theme and variations; piano sonata: phrase model; continuous, rounded binary form; Symphony: sonata-allegro form; chromatic predominant harmonies; natural harmonic series, instrumental timbre

Lesson 9: Classical Style and Form: Mozart; serenade, sonata-allegro form, composite ternary form, rondo form; opera, overture, duet

Lesson 10: Beethoven, the Romantic Classicist; Piano Sonatas (selected: "Moonlight Sonata")

Lesson 11: Beethoven and Romanticism; Symphonies (selected: Symphony No. 6, "Pastoral"); violin sonatas

Unit 4: Romanticism and Beyond

Lesson 12: Romantics: Mendelssohn, piano, Songs without Words; Chopin, preludes, mazurkas

Lesson 13: Romantics: Schubert, Lieder; Schumann, piano; Brahms, piano; Verdi, opera

Lesson 14: Late Romanticism and Post-Romanticism: Puccini, opera; Debussy, preludes; Stravinsky; selected ballet, Rite of Spring, Russian "primitivism"; neo-classicism

Week 15: Wrapping Up: Review; End-of-Term Written Assignment

Course Description:

This course examines selected works from twenty of the greatest composers of western art music, with emphasis on the baroque, classical and romantic eras. The curriculum combines aspects of two existing courses, Rudiments of Music (Music 8) and Introduction to Western Music (Music 5), and includes curricular links to INART 50Z. Preliminary objectives will include basic musical information associated with tonality (the fundamental elements of music; the broad stylistic eras of western music and their associated characteristics). The main objectives of the course are: to explore techniques of tonal composition in detail, with

an emphasis on conceptual understanding; to hear and recognize musical sounds and compositional devices within such comparative contexts as scales v. modes, diatonic v. chromatic, consonance v. dissonance, polyphony v. homophony; to hear and recognize fundamental harmonic relationships between tonic and dominant, as well as their importance in the formal design of tonal music; to enhance appreciation for classical music and to encourage attendance of live performances. Students will acquire knowledge of fundamental elements of music but not be required to learn to read or write notated music as fully as are students in Music 8. Students will acquire knowledge of western music history, but they will not study as many composers nor as many pieces as is customary in Music 5. Instead, students will be drawn closer to a smaller number of works, and closer to the performances and the performers. Specific compositional devices (e.g., suspension, sequence, textures, rhythms, harmonies) will be highlighted in detail. Curricular links to INART 50Z will introduce students to the arithmetic relationships between pitches, intervals, and the underlying natural phenomena upon which they are based. These objectives will be met by utilizing an interactive, multimedia online curriculum, including demonstration videos by the author, a virtual keyboard and music notation files (e.g., Sibelius). An essential component of the online curriculum will be the inclusion of selected video-recorded performances, along with commentary from the performers. Members of our performance faculty have been video-recorded in studio performance, allowing students a closeup view of a substantial portion of the repertoire to be examined. The course will be available for GA credit. It will not satisfy any requirements for the major or minor in music. All musical pieces and excerpts will be made available to students online. MUSIC 11Z and INART 50Z are linked courses.

The name(s) of the faculty member(s) responsible for the development of the course:

Name: STEPHEN HOPKINS (soh10)

Title:

Phone:

Address:

Campus: UP

City:

Fax:

Course Justification

Instructional, Educational, and Course Objectives:

This section should define what the student is expected to learn and what skills the student will develop.

Upon completion of this course, students will be able to:

Identify and recognize the fundamental elements of music

Identify and recognize fundamental arithmetic relationships between pitches, intervals, and the underlying natural phenomena upon which they are based

Recognize broad stylistic eras of western music and their associated characteristics

Recognize the culturally encoded language of tonal music and associated musical meaning

Recognize selected compositional devices in tonal composition

Identify and recognize selected classical compositions

Analyze and articulate aspects of composition and form in a given musical excerpt and, more broadly, in a given piece

Recognize underlying assumptions and values of the culture conveyed through works of the common practice period

Evaluation Methods:

Include a statement that explains how the achievement of the educational objective identified above will be assessed.

The procedures for determining students' grades should be specifically identified.

Students will take twelve quizzes (24%), four tests (48%), participate in one of five discussion boards (08%), contribute to three of eight open forums (06%), write a concert review of 500-600 words (07%), and write a final reflection paper of 500-600 words (07%).

Relationship/Linkage of Course to Other Courses:

This statement should relate the course to existing or proposed new courses. It should provide a rationale for the level of instruction, for any prerequisites that may be specified, or for the course's role as a prerequisite for other courses.

This course represents a "bridge" between two existing courses, Rudiments of Music (Music 008) and Introduction to Western Music (Music 005). It draws upon both curricula, but it also emphasizes more advanced concepts in music composition, made possible by interactive, multimedia online components. MUSIC 11Z also includes curricular links to INART 50Z.

Relationship of Course to Major, Option, Minor, or General Education:

This statement should explain how the course will contribute to the major, option, or minor and indicate how it may function as a service course for other departments.

This course will complement the existing general education (GA) offerings in music. It will not satisfy any requirement for the major or minor in music. It will satisfy 3 GA credits toward the General Education requirement, and can satisfy 3 credits toward the 6-credit Integrative Studies component of the General Education requirement, provided the student also takes INART 50Z, which would then complete the student's Integrative Studies Requirement.

A description of any special facilities:

Any media incorporated in this course, including but not limited to videos, video clips, audio recordings and audio clips, will comply with the University's interpretation of TEACH Act.

Frequency of Offering and Enrollment:

The course will be offered in an online format in the Fall and Spring semesters of each academic year, with enrollment of 100 students.

Alignment with General Education Objectives

EFFECTIVE COMMUNICATION – the ability to exchange information and ideas in oral, written, and visual form in ways that allow for informed and persuasive discourse that builds trust and respect among those engaged in that exchange, and helps create environments where creative ideas and problem-solving flourish.

KEY LITERACIES – the ability to identify, interpret, create, communicate and compute using materials in a variety of media and contexts. Literacy acquired in multiple areas, such as textual, quantitative, information/technology, health, intercultural, historical, aesthetic, linguistic (world languages), and scientific, enables individuals to achieve their goals, to develop their knowledge and potential, to lead healthy and productive lives, and to participate fully in their community and wider society.

CRITICAL AND ANALYTICAL THINKING – the habit of mind characterized by comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating a conclusion. It is the intellectually disciplined process of conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.

INTEGRATIVE THINKING – the ability to synthesize knowledge across multiple domains, modes of inquiry, historical periods, and perspectives, as well as the ability to identify linkages between existing knowledge and new information. Individuals who engage in integrative thinking are able to transfer knowledge within and beyond their current contexts.

CREATIVE THINKING – the capacity to synthesize existing ideas, images, or expertise in original ways and the experience of performing, making, thinking, or acting in an imaginative way that may be characterized by innovation, divergent thinking, and intellectual risk taking.

GLOBAL LEARNING – the intellectually disciplined abilities to analyze similarities and differences among cultures; evaluate natural, physical, social, cultural, historical, and economic legacies and hierarchies; and engage as community members and leaders who will continue to deal with the intricacies of an ever-changing world. Individuals should acquire the ability to analyze power; identify and critique interdependent global, regional, and local cultures and systems; and evaluate the implications for people's lives.

SOCIAL RESPONSIBILITY AND ETHICAL REASONING – the ability to assess one's own values within the social context of problems, recognize ethical issues in a variety of settings, describe how different perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions. Individuals should acquire the self-knowledge and leadership skills needed to play a role in creating and maintaining healthy, civil, safe, and thriving communities.

What component(s) of the course will help students achieve the General Education Learning Objectives covered in the course? Provide evidence that students in the course have adequate opportunities to achieve the identified learning objectives.

Effective Communication: The course is designed around a series of activities that will provide opportunities to communicate in writing, to receive feedback on one's own communication, and to assess and learn from others' attempts. Students will be assigned to discussion board groups; group discussions will promote collaborative learning. On the discussion boards, as well as on the open forums, students will communicate their observations and thoughts in writing, and in response to one another. They will also read the writings of their classmates on those discussion boards and open forums on which they do not post.

Key Literacies: Critical "reading" in this course involves close aural and visual observation and analysis of musical materials and musical performance, an activity that will serve as the vehicle for exchange among students and for assessment.

Critical and Analytical Thinking: The basic activity of this course will be the observation, analysis and evaluation of selected musical works and the compositional techniques employed by composers in those works. Through practical exercises and consideration of others' analyses, students will develop a rational approach toward the criticism of musical composition and performance. On the discussion boards and open forums, students will communicate their observations and thoughts in writing, and in response to one another. In the concert review, and the final reflection paper, students will be called upon to observe, describe, and reflect on associated musical experiences. All of these written assignments engage the students in critical and analytical thinking.

How will students be assessed to determine their attainment of the Learning Objective(s) of General Education covered in this course? This assessment must be included as a portion of the student's overall performance in this course.

Each of these written assignments will be evaluated by the instructor. The open forums provide students the greatest latitude and are like classroom discussions. On the discussion boards, the group of students who are assigned to that board will select from a list of topics for their initial posts, and respond to two or three of their groupmates' initial posts. For the concert review assignment, students choose to attend a performance, selecting from a list of professional performances provided for that semester. For the final reflection paper, students are invited to reflect on the experience of studying classical music in the course, to consider what they have learned, cite notable composers and compositions, and consider the value of the experience. In each case, the instructor is assessing the substance and quality of the student's writing, with an eye for the student's demonstration of effective communication, critical "reading" of musical materials and performance, and critical and analytical thinking.

General Education Domain Criteria

General Education Designation: Linked

- Linked Courses
- | INART 50Z

GA Criteria

Explain the methods of inquiry in arts fields and describe how the contributions of these fields complement inquiry in other areas

Demonstrate an expanded knowledge and comprehension of the role that the arts play in various aspects of human endeavor

Demonstrate competence in the creation of works of art and design

Demonstrate competence in analysis, critical thinking and interpretive reasoning through the exploration of creative works

Identify and explain the aesthetic, historic, social, and cultural significance of important works of art and critically assess creative works, their own or others', through evaluative processes of analysis and interpretation

What components of the course will help students achieve the domain criteria selected above?

Demonstrate an expanded knowledge and comprehension of the role that the arts play in various aspects of human endeavor: The course deals with musical works that are arguably among the greatest ever created in the history of western music.

Demonstrate competence in analysis, critical thinking and interpretive reasoning through the exploration of creative works: The broad organization of the course is historical, and the basis for the discussion of musical style is likewise historical. This framework will be used to develop a critical language that can be applied to works from any historical context.

Identify and explain the aesthetic, historic, social, and cultural significance of important works of art and critically assess creative works, their own or others', through evaluative processes of analysis and interpretation: In this course students will consider the cultural values projected by the music—the values of the society that gave rise to the music, as well as the values of the contemporary society that asserts the artistic merit and continued vitality of this music. The course will take a perspectivist approach to the question of aesthetic values. Values will be treated as culturally determined and as closely related to meaning.

Integrative Studies

Explain how the intellectual frameworks And methodologies of each course's Knowledge Domain will be explicitly addressed in the course and practiced by the students.

In MUSIC 011Z, open forums provide students great latitude and are like classroom discussions. On the discussion boards, the group of students who are assigned to that board will select from a list of topics for their initial posts, and respond to two or three of their groupmates' initial posts. For the concert review assignment, students choose to attend a performance, selecting from a list of professional performances provided for that semester. For the final reflection paper, students are invited to reflect on the experience of studying classical music in the course, to consider what they have learned, cite notable composers and compositions, and consider the value of the experience. In each case, the instructor is assessing the substance and quality of the student's writing, with an eye for the student's demonstration of effective communication, critical "reading" of musical materials and performance, and critical and analytical thinking.

As a science course, the focus of INART 050Z is on problem solving, understanding how to derive correct solutions to problems when it is possible to do so, and understanding what aspects of musical perception cannot be explained through quantitative problem solving. As a science course, its methodologies are quantitative, based on a rational understanding of problems and their contexts, and the equations that describe these problems. As a science of music course, it exemplifies how quantitative understanding and mathematical skills can embody and lead to a greater appreciation of the sublime. In MUSIC 011Z, students will be introduced to the scientific foundation of music making, explicitly examining elements relating to pitch frequency, arithmetic ratios between pitches, intervals, the natural harmonic series, and how these scientific elements underlie the creation of musical scales, tunings, and ultimately the development of the musical language of tonality.

Explain how the courses in the Linkage will be linked with each other. It is anticipated that courses will usually be linked by subject matter, but they should additionally be linked by some purposeful component that provides opportunities for students to experience and practice integrative thinking across Knowledge Domains. The Linkage component between courses needs to be intentional and explicit to students. However, each course in a Linkage must be self-contained such that students can successfully complete just one course in the Linkage if they so choose.

The two courses share a common foundation. Both rely on an understanding of vibrations, resonance, the natural harmonic series, the creation of musical scales, the nature of consonance and dissonance, the creation of musical scales, and an understanding of timbre and the differences between the instrument families. MUSIC 011Z takes this foundation into areas pertaining to the historical development of musical form and composition. INART 050Z takes this same foundation into areas of physical sciences, focusing on wave behavior, perception and cognition, and audio technologies. MUSIC 011Z is a historical overview of the development of an art form and its expressive capacities. INART 050Z is a quantitative overview of the physical and cognitive foundations that allow this art to exist in our world. MUSIC 011Z gives students a sense of what music has meant to people throughout history. INART 050Z gives students a sense of how music exemplifies physical phenomena of our universe, such as resonance and wave transmission. INART 050Z covers aspects of music that can be explained concretely and quantitatively. MUSIC 011Z covers aspects of music that are subjective and are understood intuitively. The two perspectives are complementary, and both are necessary for a meaningful understanding of how and why music has been vital and important to society and culture throughout history.

Briefly explain the staffing plan. Given that each Linked course is approved for a single Knowledge Domain, it will be taught by an instructor (or instructional team) with appropriate expertise in that domain, who will also be expected to implement the Linkage's shared component as defined in this proposal

INART 050Z will be taught by a specialist in music technology, a field that requires expertise in both the artistic elements of music creation and a scientific understanding of the physical properties of music. MUSIC 011Z will be taught by a music theorist, historian, or performer with appropriate expertise in theory, history, and performance. Mark Ballora is the original proposer and author of INART 050, and Stephen Hopkins is the original proposer and author of Music 011. The two have collaborated in the proposal of these linked courses, INART 050Z and MUSIC 011Z. Curricular elements that link the two courses have been incorporated in each proposal.

Describe the assessments that will be used to determine students' ability to apply integrative thinking.

Written assignments will include responses on open forums and assigned topics on discussion boards, both of which will allow students to respond to one another and to learn from one another. In addition, there are two papers submitted directly to the instructor. All of these written assignments will prompt students with suggested topics and questions that encourage students to apply integrative thinking and provide them opportunities to demonstrate their abilities in this regard. Given the interrelationships between the art of music and the science of music, there will be ample material with which the students engage that will demonstrate their ability to apply integrative thinking.

General Education Designation Requirements

Bachelor Of Arts Requirements:

- BA: Natural Sciences
- BA: Other Cultures
- BA: Foreign/World Lang (12th Unit)
- BA: Humanities
- BA: Social and BA: Behavioral Sciences
- BA: Arts
- BA: Quantification
- BA: Foreign/World Lang (All)

MUSIC 011Z will satisfy a Bachelor of Arts requirement, just as MUSIC 011 has since it was approved.

Campuses That Have Offered () Over The Past 4 Years

semester	AB	AL	BK	BR	BW	CR	DS	ER	FE	GA	GV	HB	HN	HY	LV	MA	NK	PC	SH	SL	UP	WB	WC	WS	XC	XP	XS	YK
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UPLOADED DOCUMENTS FOLLOW:

**The Pennsylvania State University
University Park
School of Music**

Music 011Z: Under the Hood: How Classical Music Works

Section 002(UP) Instructor:

Office Hours: You can expect to receive a reply from your instructor within 24 hours during the work week.

Course Description: This course examines selected works from sixteen of the greatest composers of western art music, with emphasis on the Baroque, Classical and Romantic eras. The curriculum combines aspects of two existing courses, Rudiments of Music (Music 008) and Introduction to Western Music (Music 005), and includes curricular links to INART 050Z. The distinguishing feature of this course is its emphasis on conceptual understanding of compositional techniques, along with the use of video-recordings of our performance faculty.

This is a course intended to inspire students to want to understand important aspects of classical music composition, and to attend live performances of classical music. This course acknowledges that art is personal, and that it arouses passions and preferences. The course lessons model an informed emotive response to the music. A primary goal of the course is to prepare students to communicate their experiences with classical music in a similar manner.

Evaluation methods will include quizzes, tests, forums, discussion boards, and two papers of moderate length. Students will receive GA credit for this course. The course will not satisfy any requirements for the major or minor in music. All musical pieces, excerpts, and examples will be made available to students online. MUSIC 011Z can also satisfy 3 credits toward the 6-credit Integrative Studies component of the General Education requirement, provided the student also takes INART 050Z, which would then complete the student's Integrative Studies requirement.

Course Objectives:

Preliminary objectives will include basic musical information associated with tonality (the fundamental elements of music; the broad stylistic eras of western music and their associated characteristics). The main objectives of the course are: to explore techniques of tonal composition in detail, with an emphasis on conceptual understanding; to hear and recognize musical sounds and compositional devices within such comparative contexts as scales v. modes, diatonic v. chromatic, consonance v. dissonance, polyphony v. homophony; to hear and recognize fundamental harmonic relationships between tonic and dominant, as well as their importance in the formal design of tonal music; to be able to identify aurally the two fundamental cadences of tonal music with the help of notational cues; to enhance appreciation for classical music and to encourage attendance of live performances.

While students will necessarily acquire knowledge of fundamental elements of music, they will not be required to learn to read or write notated music to the same extent that is required of students in Music 008. And while students will necessarily acquire knowledge of western music history, they will not study as many composers nor as many pieces as is customary in Music 005. Instead, students will be drawn closer to a smaller number of works, and closer to the performances and the performers. Specific compositional devices (e.g., suspension, sequence, textures, rhythms, harmonies, cadences) will be highlighted in detail. Curricular links to INART 050Z will introduce students to the arithmetic relationships between pitches, intervals, and the underlying natural phenomena upon which they are based.

These objectives will be met by utilizing an interactive, multimedia online curriculum, including demonstration videos by the author, a virtual keyboard and music notation files (e.g., Sibelius). An essential component of the online curriculum will be the inclusion of selected video-recorded performances, along with commentary from the performers. Twelve members of our performance faculty have been video-recorded in studio performance, allowing students a close-up view of a substantial portion of the repertoire to be examined.

Upon completion of this course, students will be able to:

- Recognize the fundamental elements of music
- Recognize broad stylistic eras of western music and their associated characteristics
- Recognize the culturally encoded language of tonal music and associated musical meaning
- Recognize selected compositional devices in tonal composition
- Identify aurally the two fundamental cadences of tonal music with the help of notational cues
- Identify and recognize selected classical compositions and composers
- Analyze and articulate aspects of composition and form in a given musical excerpt and, more broadly, in a given piece
- Recognize underlying assumptions and values of the culture conveyed through works of the common practice period

Required Materials:

Purchase of Course Activation;

See “Materials Letter: Important Information” for details, located under the “Modules” tab in Canvas.

Technical Requirements:

The following configuration has been rigorously tested with this course and represents an optimal setup that should cause you the fewest difficulties. This is not to say that other supported devices and browsers will not work; however, you may experience mixed results using other configurations.

Recommended System Requirements

- Device less than 4 years old
- Windows PC or Mac OSX
- Course Pages: Chrome, Opera, Safari, Firefox, and Edge web browsers, up to date, and in that order of preference. IE 11 will work, but will render the course pages oddly.
- Canvas Quizzes: Any of the browsers listed above, however, if issues occur with rendering media, try using Firefox.
- Broadband internet connection (cable or DSL)

Notes: The latest version of Adobe Flash Player is required. Cookies and JavaScript must be enabled. Pop-up blockers should be configured to permit new windows from Penn State Web sites.

Any reasonably current browser should work, including the latest versions of Internet Explorer, Firefox and Safari. This course has limited support for Android, iOS and Windows phones and tablets, so it is recommended that you use a PC or Mac.

Course Requirements and Grading:

The following course requirements will provide the basis for the determination of your grade:

12 Lesson Quizzes @ 2% each	24%
1 Discussion Board	08%
3 Open Forums @ 2% each	06%
4 Unit Tests @ 12% each	48%
1 Concert Review	07%
1 End-of-Term Written Assignment	07%
Total	100%

Grading scale:

93-100	A	77-80	C+
90-93	A-	70-77	C
87-90	B+	60-70	D
83-87	B	below 60	F
80-83	B-		

Open Forums and Discussion Boards:

Nearly every week there will be either an Open Forum or a Discussion Board.

Open Forums

Open Forums are **open to all students** in the class. They are intended principally to provide an opportunity for students to post questions or comments about the lesson material. **Your instructor will respond to any questions** that are posted and may offer responses to comments, as well.

Students are also invited to post about any topic related to music, as long as it is at least tangentially related to the lesson material. **This is an opportunity to have a "classroom conversation" about musical topics of interest.**

There are **eight Open Forums** throughout the semester, and each student is required to **post on at least three** of the eight Open Forums, which will make up 6% of your grade (2% each). This should allow everyone to select the Open Forums that are of particular interest to you. You may post on more than three Open Forums, if you like. Keep in mind, too, that no one is required to post on any specific Open Forum.

Each Open Forum will be active during the Lesson week with which it is associated, from Monday through Sunday.

Discussion Boards:

Five times during the semester, there will be a discussion board. Each discussion board will be active for a one-week period, from Monday through Sunday. Everyone will be assigned to one of five discussion board groups of approximately twenty members. Discussion topics for each group's discussion board will be posted.

You will be assigned to contribute to one of the five discussion boards. For your assigned discussion board, you are expected to make an initial post and also to respond to two or three of your groupmates' posts. Your contributions to that one discussion board will constitute 8% of your final course grade. The initial post is worth 60% of the grade for this activity; the response posts are worth 40%.

While you will be contributing to only one of the five discussion boards, everyone is expected to read all the discussion boards and review the topics under discussion. **Each Discussion Board will be active during the Lesson week with which it is associated, from Monday through Sunday.** For each of the discussion boards (which start with Lesson 4), initial posts will be due by 11:59 p.m. Thursday, and responses to classmates' postings, by 11:59 p.m. Sunday.

Quizzes and Unit Tests:

Quizzes

- There will be 14 quizzes (1 orientation quiz and 13 lesson quizzes) over the semester; your two lowest quiz grades will be dropped (12 counted quizzes).
- There will be between 10 and 25 questions per quiz, a combination of multiple choice and true-false. (NOTE: A reminder that a "true-false" statement must be completely true in order to be true. If any part of the statement is false, then the statement is false.)
- Each quiz will be open during an 88-hour "window" across four days, from 8:00 a.m. Thursday to 11:59 p.m. Sunday. See the Course Outline (below) for a listing of Lesson Quizzes. Quiz dates will also be posted in the Course Announcements.
- Quizzes will be timed.

Tests

- There will be a test at the end of each unit in the course.
- Unit Tests will include a larger number of questions than the quizzes, and will at times include questions from previous quizzes. There will also be new questions that will require you to draw upon the knowledge and skills you have acquired during the unit.
- Tests 1, 2, and 3 will be open during their respective 88-hour "windows" across four days, from 8:00 a.m. Saturday to 11:59 p.m. Tuesday.
- The Unit 4 Test (Final Exam) will also be open during an 88-hour "window," from 8:00 a.m. Saturday, Sat April 28, to 11:59 p.m. Tuesday, May 01.
- See the Course Outline (below) for test dates. Course Announcements will also remind you of test dates.
- Tests will be timed.

NOTE: Quiz and Test "windows" contain an overlap that allows the possibility of taking all the quizzes and tests on a Saturday or Sunday. While we recommend that you "attend" this course at least three times per week, we also understand that each student has to find his or her own way to manage the course work, while balancing a host of commitments. Keep in mind that it is your responsibility to be aware of quiz and test dates. Course Announcements—which

appear under the Announcements tab when you log into Canvas—will be posted weekly, and they will provide important and useful information in this regard.

Three important notes relating to quizzes and tests:

NOTE: All quizzes and tests are "open-book," which means this: You may take any quiz or test while keeping additional tabs open for the Course Pages, Open Forums, and Discussion Boards. You may consult this material while you are taking a quiz or test.

NOTE: There is a time limit for each quiz and test, set according to the number of questions on the assessment. There will be ample time to complete the quiz or test, but only if you have read and studied the relevant material from the Course Pages, Open Forums, and Discussion Boards. The "open book" can provide an assist, but it is essential that you be prepared for each quiz and test.

NOTE: Quizzes and tests are not to be done as "group work." Each student is expected to complete all quizzes and tests individually, without the assistance or consultation of any other individual.

Written Assignments:

There will be two written assignments: a Concert Review and an End-of-Term Written Assignment. Each of these written assignments is worth 7% of your course grade.

Concert Review

The Concert Review Assignment (approximately 500-600 words, typewritten) requires you to attend a live classical music concert, performed by professional musicians at University Park, selecting from a list of performances taking place in February, March, and April. The list of performances will be provided one-third the way through the semester. The assignment can be turned in as soon as you have completed it, and we recommend that you write your concert review shortly after having attended the performance. The Concert Review is due: 11:59 p.m., Thursday, April 12.

The list of performances will include events offered through the Center for Performing Arts. Details relating to all performances, as well as to the assignment itself, along with directions for purchasing tickets will be posted under the Modules tab in Canvas, at the beginning of Lesson 6. At that time, we encourage you to select the performance you plan to attend and purchase your ticket.

End-of-Term Written Assignment

One of the course objectives is "to enhance appreciation of classical music." Your end-of-term written assignment (approximately 500-600 words, typewritten) is to reflect upon what you have learned about music—and about classical music—and to examine how that knowledge has helped you gain an appreciation of classical music. You may select a movement from a classical work not covered in class, or you may select a work covered in class. Examine or re-examine the work, and analyze a portion of the movement to demonstrate aspects of the knowledge you have gained in your studies.

A detailed description of the assignment will be presented as we begin Lesson 11, Monday, March 26. The End-of-Term Written Assignment is due: 11:59 p.m., Tuesday, April 24, 2018.

Course Outline

The course is divided into four units, each consisting of three or four lessons. In a fifteen-week semester, one week's time would normally be devoted to each lesson. The units are:

Unit 1: Essential Background

Lesson 1: Introduction, Overview, Why Classical Music?
Mon Jan 08 to Sun Jan 14

Lesson 2: Music Fundamentals, Part I
Tue Jan 16 to Sun Jan 21

Lesson 2 Open Forum
Lessons 1 & 2 Quiz

Lesson 3: Music Fundamentals, Part II
Mon Jan 22 to Sun Jan 28

Lesson 3 Open Forum
Lesson 3 Quiz

Lesson 4: Medieval and Renaissance Music: Gregorian Chant, Palestrina
Mon Jan 29 to Sun Feb 04

Discussion Board #1
Lesson 4 Quiz
Unit 1 Test (Feb 03-06)

Unit 2: Baroque Era

Lesson 5: Early Baroque Music: Purcell
Mon Feb 05 to Sun Feb 11

Concert Review assigned
Lesson 5 Open Forum
Lesson 5 Quiz

Lesson 6: Baroque: Vivaldi and Bach
Mon Feb 12 to Sun Feb 18

Lesson 6 Open Forum
Lesson 6 Quiz

Lesson 7: Baroque: Bach Suites and Partitas
Mon Feb 19 to Sun Feb 25

Discussion Board #2
Lesson 7 Quiz
Unit 2 Test (Feb 24-27)

Unit 3: Classical Era

Lesson 8: The Classical Style: Haydn and Mozart
Mon Feb 26 to Sun Mar 04 (to Sunday Mar 11)

Lesson 8 Open Forum
Lesson 8 Quiz

***** SPRING BREAK! Sun Mar 04 to Sat Mar 10 *****

Lesson 9: Classical Style and Form: Mozart
Mon Mar 12 to Sun Mar 18

Discussion Board #3
Lesson 9 Quiz

Lesson 10: Beethoven, the Romantic Classicist
Mon Mar 19 to Sun Mar 25

Lesson 10 Open Forum
Lesson 10 Quiz

Lesson 11: Beethoven and Romanticism
Mon Mar 26 to Sun Apr 01

End-of-Term Written Assignment assigned
Discussion Board #4
Lesson 11 Quiz
Unit 3 Test (Mar 31-Apr 03)

Unit 4: Romanticism and Beyond

Lesson 12: Romantics: Schubert, Mendelssohn, Chopin
Mon Apr 02 to Sun Apr 08

Lesson 12 Open Forum
Lesson 12 Quiz

Lesson 13: Romantics: Schumann, Brahms, Verdi
Mon Apr 09 to Sun Apr 15

Concert Review Assignment due: 11:59 p.m., Thursday, April 12
Discussion Board #5
Lesson 13 Quiz

Lesson 14: Late Romanticism and Post-Romanticism: Puccini, Debussy, Stravinsky
Mon Apr 16 to Sun Apr 22

Lesson 14 Open Forum
Lesson 14 Quiz

Week 15: Wrapping Up: Review
Mon Apr 23 to Fri Apr 27

End-of-Term Written Assignment due: 11:59 p.m., Tuesday, April 24)
Unit 4 Test (Final Exam: Sat April 28, to Tue May 01)

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If you have a documented disability, send a copy of the letter from the Office of Disability services to your instructor (using Canvas email). If you suspect that you have a disability but have not been assessed, you must contact the [Office of Disability Services](#).

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- * Contact one of the following offices:

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Office of the Vice Provost for Educational Equity: 814-865-5906

Office of the Vice President for Student Affairs: 814-865-0909

Affirmative Action Office: 814-863-0471

- * Dial 911 in cases where physical injury has occurred or is imminent.

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- cheating
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- facilitating acts of academic dishonesty by others
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**The Pennsylvania State University
University Park
School of Music**

Music 011Z: Under the Hood: How Classical Music Works

Section 002(UP) Instructor:

Office Hours: You can expect to receive a reply from your instructor within 24 hours during the work week.

General Education Learning Objectives:

GenEd Learning Objective: Effective Communication

GenEd Learning Objective: Crit & Analytical Think

GenEd Learning Objective: Key Literacies

Course Description: This course examines selected works from sixteen of the greatest composers of western art music, with emphasis on the Baroque, Classical and Romantic eras. The curriculum combines aspects of two existing courses, Rudiments of Music (Music 008) and Introduction to Western Music (Music 005), and includes curricular links to INART 050Z. The distinguishing feature of this course is its emphasis on conceptual understanding of compositional techniques, along with the use of video-recordings of our performance faculty.

This is a course intended to inspire students to want to understand important aspects of classical music composition, and to attend live performances of classical music. This course acknowledges that art is personal, and that it arouses passions and preferences. The course lessons model an informed emotive response to the music. A primary goal of the course is to prepare students to communicate their experiences with classical music in a similar manner.

Evaluation methods will include quizzes, tests, forums, discussion boards, and two papers of moderate length. Students will receive GA credit for this course. The course will not satisfy any requirements for the major or minor in music. All musical pieces, excerpts, and examples will be made available to students online. MUSIC 011Z can also satisfy 3 credits toward the 6-credit Integrative Studies component of the General Education requirement, provided the student also takes INART 050Z, which would then complete the student's Integrative Studies requirement.

Course Objectives:

Preliminary objectives will include basic musical information associated with tonality (the fundamental elements of music; the broad stylistic eras of western music and their associated characteristics). The main objectives of the course are: to explore techniques of tonal composition in detail, with an emphasis on conceptual understanding; to hear and recognize musical sounds and compositional devices within such comparative contexts as scales v. modes, diatonic v. chromatic, consonance v. dissonance, polyphony v. homophony; to hear and recognize fundamental harmonic relationships between tonic and dominant, as well as their importance in the formal design of tonal music; to be able to identify aurally the two fundamental cadences of tonal music with the help of notational cues; to enhance appreciation for classical music and to encourage attendance of live performances.

While students will necessarily acquire knowledge of fundamental elements of music, they will not be required to learn to read or write notated music to the same extent that is required of students in Music 008. And while students will necessarily acquire knowledge of western music history, they will not study as many composers nor as many pieces as is customary in Music 005. Instead, students will

be drawn closer to a smaller number of works, and closer to the performances and the performers. Specific compositional devices (e.g., suspension, sequence, textures, rhythms, harmonies, cadences) will be highlighted in detail. Curricular links to INART 050Z will introduce students to the arithmetic relationships between pitches, intervals, and the underlying natural phenomena upon which they are based.

These objectives will be met by utilizing an interactive, multimedia online curriculum, including demonstration videos by the author, a virtual keyboard and music notation files (e.g., Sibelius). An essential component of the online curriculum will be the inclusion of selected video-recorded performances, along with commentary from the performers. Twelve members of our performance faculty have been video-recorded in studio performance, allowing students a close-up view of a substantial portion of the repertoire to be examined.

Upon completion of this course, students will be able to:

- Recognize the fundamental elements of music
- Recognize broad stylistic eras of western music and their associated characteristics
- Recognize the culturally encoded language of tonal music and associated musical meaning
- Recognize selected compositional devices in tonal composition
- Identify aurally the two fundamental cadences of tonal music with the help of notational cues
- Identify and recognize selected classical compositions and composers
- Analyze and articulate aspects of composition and form in a given musical excerpt and, more broadly, in a given piece
- Recognize underlying assumptions and values of the culture conveyed through works of the common practice period

Required Materials: Purchase of Course Activation;
See “Materials Letter: Important Information” for details, located under the “Modules” tab in Canvas.

Technical Requirements:

The following configuration has been rigorously tested with this course and represents an optimal setup that should cause you the fewest difficulties. This is not to say that other supported devices and browsers will not work; however, you may experience mixed results using other configurations.

Recommended System Requirements

- Device less than 4 years old
- Windows PC or Mac OSX
- Course Pages: Chrome, Opera, Safari, Firefox, and Edge web browsers, up to date, and in that order of preference. IE 11 will work, but will render the course pages oddly.
- Canvas Quizzes: Any of the browsers listed above, however, if issues occur with rendering media, try using Firefox.
- Broadband internet connection (cable or DSL)

Notes: The latest version of Adobe Flash Player is required. Cookies and JavaScript must be enabled. Pop-up blockers should be configured to permit new windows from Penn State Web sites.

Any reasonably current browser should work, including the latest versions of Internet Explorer, Firefox and Safari. This course has limited support for Android, iOS and Windows phones and tablets, so it is recommended that you use a PC or Mac.

Course Requirements and Grading:

The following course requirements will provide the basis for the determination of your grade:

12 Lesson Quizzes @ 2% each	24%
1 Discussion Board	08%
3 Open Forums @ 2% each	06%
4 Unit Tests @ 12% each	48%
1 Concert Review	07%
1 End-of-Term Written Assignment	07%
Total	100%

Grading scale:

93-100	A	77-80	C+
90-93	A-	70-77	C
87-90	B+	60-70	D
83-87	B	below 60	F
80-83	B-		

Open Forums and Discussion Boards:

Nearly every week there will be either an Open Forum or a Discussion Board.

Open Forums

Open Forums are **open to all students** in the class. They are intended principally to provide an opportunity for students to post questions or comments about the lesson material. **Your instructor will respond to any questions** that are posted and may offer responses to comments, as well.

Students are also invited to post about any topic related to music, as long as it is at least tangentially related to the lesson material. **This is an opportunity to have a "classroom conversation" about musical topics of interest.**

There are **eight Open Forums** throughout the semester, and each student is required to **post on at least three** of the eight Open Forums, which will make up 6% of your grade (2% each). This should allow everyone to select the Open Forums that are of particular interest to you. You may post on more than three Open Forums, if you like. Keep in mind, too, that no one is required to post on any specific Open Forum.

Each Open Forum will be active during the Lesson week with which it is associated, from Monday through Sunday.

Discussion Boards:

Five times during the semester, there will be a discussion board. Each discussion board will be active for a one-week period, from Monday through Sunday. Everyone will be assigned to one of five discussion board groups of approximately twenty members. Discussion topics for each group's discussion board will be posted.

You will be assigned to contribute to one of the five discussion boards. For your assigned discussion board, you are expected to make an initial post and also to respond to two or three of your groupmates' posts. Your contributions to that one discussion board will constitute 8% of your final course grade. The initial post is worth 60% of the grade for this activity; the response posts are worth 40%.

While you will be contributing to only one of the five discussion boards, everyone is expected to read all the discussion boards and review the topics under discussion. **Each Discussion Board will be active during the Lesson week with which it is associated, from Monday through Sunday.** For each of the discussion boards (which start with Lesson 4), initial posts will be due by 11:59 p.m. Thursday, and responses to classmates' postings, by 11:59 p.m. Sunday.

Quizzes and Unit Tests:

Quizzes

- There will be 14 quizzes (1 orientation quiz and 13 lesson quizzes) over the semester; your two lowest quiz grades will be dropped (12 counted quizzes).
- There will be between 10 and 25 questions per quiz, a combination of multiple choice and true-false. (NOTE: A reminder that a "true-false" statement must be completely true in order to be true. If any part of the statement is false, then the statement is false.)
- Each quiz will be open during an 88-hour "window" across four days, from 8:00 a.m. Thursday to 11:59 p.m. Sunday. See the Course Outline (below) for a listing of Lesson Quizzes. Quiz dates will also be posted in the Course Announcements.
- Quizzes will be timed.

Tests

- There will be a test at the end of each unit in the course.
- Unit Tests will include a larger number of questions than the quizzes, and will at times include questions from previous quizzes. There will also be new questions that will require you to draw upon the knowledge and skills you have acquired during the unit.
- Tests 1, 2, and 3 will be open during their respective 88-hour "windows" across four days, from 8:00 a.m. Saturday to 11:59 p.m. Tuesday.
- The Unit 4 Test (Final Exam) will also be open during an 88-hour "window," from 8:00 a.m. Saturday, Sat April 28, to 11:59 p.m. Tuesday, May 01.
- See the Course Outline (below) for test dates. Course Announcements will also remind you of test dates.
- Tests will be timed.

NOTE: Quiz and Test "windows" contain an overlap that allows the possibility of taking all the quizzes and tests on a Saturday or Sunday. While we recommend that you "attend" this course at least three times per week, we also understand that each student has to find his or her own way to manage the course work, while balancing a host of commitments. Keep in mind that it is your responsibility to be aware of quiz and test dates. Course Announcements—which

appear under the Announcements tab when you log into Canvas—will be posted weekly, and they will provide important and useful information in this regard.

Three important notes relating to quizzes and tests:

NOTE: All quizzes and tests are "open-book," which means this: You may take any quiz or test while keeping additional tabs open for the Course Pages, Open Forums, and Discussion Boards. You may consult this material while you are taking a quiz or test.

NOTE: There is a time limit for each quiz and test, set according to the number of questions on the assessment. There will be ample time to complete the quiz or test, but only if you have read and studied the relevant material from the Course Pages, Open Forums, and Discussion Boards. The "open book" can provide an assist, but it is essential that you be prepared for each quiz and test.

NOTE: Quizzes and tests are not to be done as "group work." Each student is expected to complete all quizzes and tests individually, without the assistance or consultation of any other individual.

Written Assignments:

There will be two written assignments: a Concert Review and an End-of-Term Written Assignment. Each of these written assignments is worth 7% of your course grade.

Concert Review

The Concert Review Assignment (approximately 500-600 words, typewritten) requires you to attend a live classical music concert, performed by professional musicians at University Park, selecting from a list of performances taking place in February, March, and April. The list of performances will be provided one-third the way through the semester. The assignment can be turned in as soon as you have completed it, and we recommend that you write your concert review shortly after having attended the performance. The Concert Review is due: 11:59 p.m., Thursday, April 12.

The list of performances will include events offered through the Center for Performing Arts. Details relating to all performances, as well as to the assignment itself, along with directions for purchasing tickets will be posted under the Modules tab in Canvas, at the beginning of Lesson 6. At that time, we encourage you to select the performance you plan to attend and purchase your ticket.

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One of the course objectives is "to enhance appreciation of classical music." Your end-of-term written assignment (approximately 500-600 words, typewritten) is to reflect upon what you have learned about music—and about classical music—and to examine how that knowledge has helped you gain an appreciation of classical music. You may select a movement from a classical work not covered in class, or you may select a work covered in class. Examine or re-examine the work, and analyze a portion of the movement to demonstrate aspects of the knowledge you have gained in your studies.

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