MUSI 1306: Music Appreciation **Course Syllabus: Fall 2026, 2nd Term** **Instructor: Lewis Pilot**

General Course Information
This online course uses Moodle as its online course management program. All instructions, tutorials, exams, and assignments are provided at the course website. All assignments will be submitted there. Due dates for all assignments are listed in the "Course Schedule" at the end of the syllabus. Most communication between you and your instructor and fellow classmates will be handled in Moodle through the "Messages" feature and discussion forums. You will be able to log into the course website once you have officially registered for the course and once you have been added to the course website. The course website will become available to you by the first day of the semester. If you register late, you will generally have access to the course within 24 hours after you register. In order to be successful in completing this 3-credit hour course, you should plan to spend between 9—12 hours per week on the course. **Please keep in mind that this course is designed to move very quickly.**

The information explaining how to log into your course website can be obtained by going to Clarendon College's home page, and clicking the Online Classes button. If you have any difficulty logging in, email our help desk at: administrator@clarendoncollege.edu

Required Enrollment Verification Activity
Students who fail to complete the Syllabus Agreement & Enrollment Verification Activity by the official census date may not be able to continue in the course. This could result in an F for the course and forfeiture of Financial Aid. The census date for this term can be found on the Academic Calendar located at the Inside CC link on Clarendon College's home page.

Course Description: A study of the elements of music necessary for enjoyment and understanding of music through recorded music; analysis of form and design and its relation to other subjects and activities. Designed as a visual and performing arts elective for students with no previous musical training. It will fulfill the fine arts requirement in the core curriculum and has guaranteed transferability as a part of the core curriculum to any Texas state supported college or university.

(Optional) Textbook: *The Enjoyment of Music* (14th ed.) by Forney, Dell'Antonio, & Machlis. You are NOT required to purchase any publisher's access code as all needed audio will be provided within the online classroom.
Core Objectives:

- **Critical thinking skills:** including analysis, evaluation and synthesis of information
- **Communication skills:** including effective written communication
- **Teamwork:** including the ability to consider different points of view and to work effectively with others
- **Social responsibility:** including intercultural competency, civic knowledge, and the ability to engage effectively in regional, national and global communities

Learning Outcomes: Upon successful completion of the course, the student should be able to:
A. Demonstrate critical thinking skills by reviewing representative pieces of music through multimedia, books and online resources. Students will use the process of music-related interpretation and weekly assessment to:

1. Explain the historical significance of each musical stylistic period (i.e Middle Ages, Renaissance, Baroque, Classical, Romantic, and 20th Century)
2. Explain the stylistic practices of each musical period
3. Define the common language and musical terms used in music
4. Identify the composer of a given piece by listening to it
5. Identify the title of a given piece by listening to it
6. Identify the musical genre of a given piece by listening to it
7. Identify the historical musical period classification of a given piece by listening to it
8. Identify the sound of the most common instruments throughout Western classical music

B. Demonstrate effective communication skills as well as critical thinking skills by submitting an essay assignment during the second half of the semester. Students will be given a list of topics from which they will choose one. These results will provide an accomplished vocabulary and the intellectual resources with which the student will make an educated analysis.

C. Demonstrate social responsibility by identifying and describing the similarities and differences that exist in musical works and their relation to culture and historical events.

D. Demonstrate teamwork and communication skills through a series of online discussions and debates that evaluate and assess a variety of concepts and perspectives.

Personal Course Goal: That you will develop an appreciation for the æsthetic principles that guide music, and that by the end of the class you will have found that your life is in some way enriched by its wealth.

Grading Policies: The course will be arranged into 14 lessons corresponding roughly to particular chapters and listening examples from the textbook. Each lesson will include specific objectives.

- **Attendance:** Regular attendance is **mandatory** in all online courses!
- **14 Quizzes:** Each lesson will include a quiz reflecting material covered in that week's online lesson and listening selections.
- **14 Forums:** For each lesson you will be required to post a short response and/or reply to a discussion forum. Each Forum will present a specific debate or topic to be discussed related to its lesson.
- **1 Essay Assignment:** You will submit a critical response paper of at least 800 words. Details and topics will be available on the first day of class.
- **1 Listening Final:** A final listening exam will assess your understanding of musical examples listed on the Final Review and class YouTube channel.
- **2 Questionnaires:** Your participation and feedback in the course are essential. You will be given the opportunity to provide critical feedback concerning aspects of the course by way of extra-credit questionnaires (.5 point each).

Grade Distribution:

- 14 Quizzes = 42% (3% each) ***Submission of Quizzes are counted toward attendance!***
- 14 Forums = 42% (3% each)
- 1 Essay Assignment = 8%
- 1 Listening Final = 8%

Grading Standards:

- A = 100—90: Student's work is exceptional and consistently above average.
- B = 89—80: Student's work is above average. Required assignments were completed in a timely manner and have met at least the minimum required standards.
- C = 79—70: Student's work is acceptable. The majority of assignments meet the minimum required standards.
- D = 69—60: Student's work fails to meet the minimum requirements for a grade of "C." Overall performance was sub-standard in comparison to normal expectations for this class.
- F = 59—0: Student's work is clearly unacceptable. The student either did not attempt the work or failed to meet any of the minimum required standards.

Your final grade will be made available through your Student Portal at Clarendon College's website.
In your Moodle gradebook, assume that any activity you did not complete is a zero, even if a hyphen appears beside the activity in the gradebook. The current course average shown in the gradebook will not be correct until I have replaced the hyphens with zeros.

Online Attendance Policy
Regular attendance is **mandatory** in all online courses. Specific activities will be identified each week or during each chapter that must be completed in order for students to be considered "in attendance." Failure to complete these assignments can result in forfeiture of Financial Aid and failure of the class.

My Policy: For this course, I will submit an attendance report each *Monday morning* and on the census date. Students who are following the online attendance policy are marked "present." Students can be placed on academic probation or lose financial aid for chronic non-attendance. **Quizzes *must* be completed within the week of their first opening to be considered "in attendance" for that week.**

School Course Policies
Academic Integrity
Clarendon College is committed to a philosophy of honesty and academic integrity. It is the responsibility of all members of the Clarendon College community to maintain academic integrity at Clarendon College by refusing to participate in or tolerate academic dishonesty. Any act of academic dishonesty will be regarded by the faculty and administration as a serious offense.

Academic dishonesty violations include, but are not limited to: (1) obtaining an examination, classroom activity, or laboratory exercise by stealing or collusion; (2) discovering the content of an examination, classroom activity, laboratory exercise, or homework assignment before it is given; (3) observing the work of another during an examination or providing answers to another during the course of an examination; (4) using an unauthorized source of information during an examination, classroom activity, laboratory exercise, or homework assignment ; (5) entering an office, classroom, laboratory, or building to obtain unfair advantage; (6) taking an examination for another person; (7) completing a classroom activity, laboratory exercise, homework assignment, or research paper for another person; (8) altering grade records; (9) using any unauthorized form of an electronic communication device during an examination, classroom activity, or laboratory exercise; and/or, (10) plagiarism. (Plagiarism is defined as the using, stating, offering, or reporting as one's own, an idea, expression, or production of another person's work without proper credit. This includes, but is not limited to, turning in a paper purchased or acquired from any source, written by someone other than the student claiming credit, or stolen from another student.)

Students are responsible for reporting known acts of academic dishonesty to a faculty member, the program coordinator, the associate dean, and/or dean. Any student with knowledge of a violation who fails to report it shall him/herself be in violation and shall be considered to have committed an act of academic dishonesty. Additionally, any student who reports him/herself in violation of this code before it is likely that another might consider this possibility will be understood as repentant and acting in good faith. Though the confession will not excuse the student for the violation, the confession will be considered and the violation should not result in suspension from school except in the most extreme cases.

While academic integrity and honesty are the responsibility of the individual student, each individual faculty member, teaching assistant, and/or laboratory instructor is responsible for classroom management and for maintaining ethical behavior within the classroom and/or laboratory. Faculty who discover or suspect a violation should discuss the matter with the suspected violator(s) and attempt to resolve the case at that point. In cases of convincing evidence, the faculty member should take appropriate action. The faculty member and student should complete a Counseling Sheet regarding the violation. (The Counseling Sheet should contain at a minimum the date and time of the violation, the course, the instructor's name, the student's name, an explanation of the infraction or facts of the case, and the resolution to the incident.) This form should be signed by the student, faculty member, program coordinator, and the Dean of Students. The Dean of Students will maintain a file on all violations. If a faculty member prefers to report the case directly to the Dean of Students, it remains his/her prerogative to do so. Additionally, if the faculty member and the accused student cannot reach a resolution or if the faculty member believes that suspension from school is the only fair sanction, the case should immediately be reported by the faculty member, in writing, to the Dean of Students. If the Dean of Students observes any trends in student behavior which involve more than one violation or act of academic dishonesty, the Dean is responsible for notifying all faculty members involved, for contacting the student(s) involved, and after consultation

with the faculty member(s) involved for taking the appropriate action. The Dean of Students is responsible for the timely notification (normally within two weeks) to all parties of an action taken.
Students wishing to appeal a disciplinary decision involving academic integrity or acts of academic dishonesty may do so through the Student Appeals and Grievance Procedure.

Withdrawing from (Dropping) the Course
If you decide that you are unable to complete this course or that it will be impossible to complete the course with a passing grade, you may drop the course and receive a "W" on your transcript instead. (The last day to drop a course is available on the Academic Calendar, located at the Student link on the Clarendon College website.) Withdrawal from a course is a formal procedure that you must initiate. If you do not go through the formal withdrawal procedure, you will receive whatever grade you have earned.

Whether to drop a class or not requires a lot of thought. According to Texas state law a student is only allowed to drop the same class twice before he/she will be charged triple the tuition amount for taking the class a third time or more. Furthermore, beginning with the Fall 2007 semester, students in Texas may only drop a total of 6 courses throughout their entire undergraduate career. After the 6th dropped class, he/she will no longer be able to withdraw from any classes.

Student Rights and Responsibilities
Student Rights and Responsibilities are listed on the College website at:
http://www.clarendoncollege.edu/Resources/Student%20Services/StudentRightsResponsibilities.pdf.

Accommodations Statement
Clarendon College provides reasonable accommodations for persons with temporary or permanent disabilities. Should you require special accommodations, notify the Dean of Student Services. We will work with you to make whatever accommodations we need to make.

Clarendon College COVID-19 Updates: Please click the following link to become informed about our campus responses to COVID-19: https://www.clarendoncollege.edu/CoronavirusUpdate

Tentative Course Schedule: This **Course Schedule** includes all graded activities with their due dates. **Remember, Quizzes must be completed within the week of their first opening to be considered "in attendance" for that week.** If due dates change, you will be notified through the Latest News Block in Moodle and your email as listed in your Moodle profile.

ALL DATES IN THIS COURSE REFER TO CENTRAL STANDARD TIME ZONE.

Beginning:	Lessons & Online Assignments:	Due Dates:
November 2	**Class Orientation & Course Syllabus** **Lesson 1: Elements of Music** This lesson provides an overview of some the fundamental building blocks used in music composition throughout Western history. *Optional Textbook: Part 1* • Quiz 1: Elements of Music (3%) • Forum 1: Learning to Listen (3%) **Lesson 2: Early Music** This lesson begins with some of the earliest known examples of Western music during the Middle Ages and the Renaissance. Stylistic trends and developments are considered within the worlds of both sacred and secular music. *Optional Textbook: Part 2* • Quiz 2: Early Music (3%) • Forum 2: Music & Spirituality (3%) **Lesson 3: The Baroque Period** This lesson begins with an overview of the Baroque period (1600–1750), focusing on historical developments in science and society. Musical characteristics that	Sunday, November 8 by 11:59pm

	helped define the period are discussed, along with the development of opera. *Optional Textbook: Part 3* • Quiz 3: The Baroque Period (3%) • Forum 3: Improvisation (3%) **Lesson 4: Late Baroque Music** The focus of this lesson will be an examination of the biography and music of the three most important composers of the late Baroque style period: George Frideric Handel, Johann Sebastian Bach, and Antonio Vivaldi. *Optional Textbook: Part 3* • Quiz 4: Late Baroque Music (3%) • Forum 4: Music & Humor (3%)	
November 2	• *Essay Assignment (8%)*	*Sunday, November 22 by 11:59pm*
November 9	**Lesson 5: The Classical Style** The nature and æsthetics of eighteenth-century classicism in music will be discussed along with the importance of *opera buffa* and instrumental genres. Sonata form will be discussed in detail. *Optional Textbook: Part 4* • Quiz 5: The Classical Style (3%) • Forum 5: Musical Formula (3%) **Lesson 6: Classical Vienna** This lesson will concentrate on the biographies of two of the leading composers of the late Classical period: Franz Joseph Haydn (1732—1809), and Wolfgang Amadeus Mozart (1756—1791). *Optional Textbook: Part 4* • Quiz 6: Classical Vienna (3%) • Forum 6: Patronage vs. Freelance (3%) **Lesson 7: Ludwig van Beethoven** This lesson will cover the biography of Ludwig van Beethoven (1770—1827) as a musical correspondence to the Napoleonic era in European history, examining the key characteristics of his style and works. *Optional Textbook: Part 4* • Quiz 7: Ludwig van Beethoven (3%) • Forum 7: Musical Giants (3%) • Extra-Credit Questionnaire 1	Sunday, November 15 by 11:59pm
November 16	**Lesson 8: The Romantic Generation** The æsthetics of the Romantic era will be contrasted with those of the preceding style period. The art song and the solo piano piece will be discussed with examples by Schubert, Schumann, Chopin, and Liszt. The lesson will conclude with a brief discussion of the conservative cross-current of absolute music. *Optional Textbook: Part 5* • Quiz 8: The Romantic Generation (3%) • Forum 8: Overlooked Artists (3%) **Lesson 9: Regional Styles** This lesson explores different regional styles of music as illustrated in various genres and countries during the Romantic period. Program music will be discussed in terms of its ability to depict scenic images and folk narratives. *Optional Textbook: Part 5* • Quiz 9: Regional Styles (3%) • Forum 9: Local/Regional Music (3%) **Lesson 10: Romantic Opera** This lesson will explore the various types and styles of Romantic-era opera. Important concepts such as *bel canto* and *verismo* will be covered along with the contributions of Richard Wagner. *Optional Textbook: Part 5* • Quiz 10: Romantic Opera (3%) • Forum 10: "The Voice" (3%) ***Essay Assignment (8%) DUE***	Sunday, November 22 by 11:59pm
November 23	**THANKSGIVING BREAK**	

November 30	**Lesson 11: *Fin de siècle*** This lesson will compare and contrast a number of artistic cross-currents found during the period from 1880 through the end of the Great War in 1918. The elegant Viennese waltz will be contrasted with *Weltanschauungsmusik*, French Impressionism, primitivism, and the atonal revolution of the early modern period. *Optional Textbook: Part 6* • Quiz 11: *Fin de siècle* (3%) • Forum 11: Music & Controversy (3%) **Lesson 12: Film Music** This lesson will survey a number of important composers, concepts, and techniques associated with the history of film music throughout the twentieth century. *Optional Textbook: Part 7* • Quiz 12: Film Music (3%) • Forum 12: Underscoring (3%) **Lesson 13: Jazz** This lesson will survey a number of important artists, concepts, and techniques associated with the history of American ragtime and jazz throughout the twentieth century. *Optional Textbook: Part 6* • Quiz 13: Jazz (3%) • Forum 13: Dance Music (3%) **Lesson 14: 20th-Century Eclecticism** This lesson surveys the variety of eclectic musical styles and genres developed during the twentieth century, highlighting important contributions made in the areas of electronic music and minimalism. The lesson will also include examples of world cross-over music. *Optional Textbook: Part 7* • Quiz 14: 20th-Century Eclecticism (3%) • Forum 14: A World of Music (3%) • Extra-Credit Questionnaire 2	Sunday, December 6 by 11:59pm
December 7	***Finals:*** • *Listening Final (8%)*	***Tuesday, December 8 by 11:59pm***