Survey of Music History I: MUH 3211-0306
University of Florida  School of Music, Spring 2014
M/W/F 4 (10:40-11:30), MUB 120

INSTRUCTOR  Dr. Jennifer Thomas — Office: 306 MUB
Office hours: M, W: 11:45-12:35 (5th period) or by appointment
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TEACHING ASSISTANT  Aimee Gonzalez
Office hours: TBA
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COURSE OBJECTIVES
Students will
• grow intellectually and musically through their study in this course
• gain an intellectual basis for understanding the development of western art music
• become familiar with a repertory of widely recognized music from the western art music
  tradition (from the Greeks through approximately 1600) and with its composers
• learn the major genres and stylistic conventions of western art music until 1600
• gain skills in discussing and writing about music (2000-word Gordon rule course*)
• develop critical thinking skills specific to music disciplines
• develop music listening skills
• develop skills in reading, evaluating, interpreting, and synthesizing
  o the textbook
  o musical scores for style and content
  o primary source documents (treatises, literature, diaries, iconography, etc.)
  o scholarly research
• examine the ways society and music reflect and shape one another.


ADDITIONAL MATERIALS will be announced and may be placed on reserve in the music library or on e-learning.

OFFICE HOURS: As above or by appointment. Please see me after class, or contact me by email to schedule appointments outside regular office hours. I am interested in your success and I enjoy getting to know you outside of class, so please stop by with questions, ideas, or just to get acquainted.

PROFESSIONALISM
Class begins promptly; come every time on time and stay the whole time. Each class will consist of readings from the textbook, listening excerpts, and score analysis from the accompanying score anthology. Students will prepare for each class by completing all assigned readings, listening, and score analysis and by reflecting intelligently and thoughtfully on the material. Students will be prepared to discuss the main concepts of the material, contribute comments, and ask questions.
Prompt attendance is essential for success in the class. You are allowed 3 absences without penalty; each absence beyond 3 results in a 5-point deduction from your grade. Excessive tardiness will count as absence. Students will be responsible for all the assigned work and material covered in class regardless of attendance or punctuality. In the case of religious holidays or school-related travel, students must notify the TA one week before their absence. It is the student's responsibility to keep track the number of classes missed and their tardies. Attendance will be taken at the beginning of every class period.

Assignments are due at the beginning of class on the day they are due. You are responsible for maintaining your computer and printer and for scheduling your workload in order to meet assignment deadlines. Assignment sheets must be paper-clipped to the assignment. Papers must be submitted in hard copy and on Turnitin. Back up all work as well as keeping a hard copy. Retain all graded assignments until the end of the term.

Be respectful of your professor and classmates. Turn off cell phones. Laptops are not permitted in class. Please do not eat in class or engage in other distracting activities.

**Tips for Achieving Success:**

- Learn from the music:
- Study your anthology; analyze the music, look for the traits discussed in the text and in class.
- Listen intelligently and frequently to the CDs that accompany your text, with and without scores.
- Read each chapter, including the enrichment sections, study the accompanying scores, and listen to the appropriate musical selections before we begin discussing the material in class.
- Complete all study guides fully; they will streamline and focus your study for exams.
- Formulate your own questions as you read, and look for the answers, both in the reading and in class lectures and discussions.
- Take notes, both in class and from your reading; organize and rework these notes as a way of studying, reviewing, and synthesizing the information.
- Prepare for each day's class; review after class, preferably the same day.
- Discuss what we are studying with your colleagues. Form study groups and meet consistently.
- Participate fully in class activities; ask questions; contribute comments. Fully engage in the intellectual opportunities the class offers.
- Visit your professor and TA when you have ideas, questions, or any issue that troubles you.

**Evaluation and Assessment**

Your performance in the class will be assessed according to your work on quizzes, exams, weekly writing assignments, two analysis assignments, and a capstone project that will develop throughout the semester. Each component for assessment relates to the course objectives listed above. You should always be aware of how your work can demonstrate your mastery of each of these objectives.

**Daily Quizzes – 5 points each**

You will complete a 5-question, 15 minute online reading comprehension quiz before every class meeting. The content of each quiz will reflect the assigned readings listed on the syllabus and the topic(s) we will cover in class that day. These quizzes serve to refresh your memory on the readings, prepare you for class discussion, and indicate particularly challenging concepts that we may discuss in class. The window of time to complete each quiz will typically start 5 days before the class period and end at 10:00 a.m. on the day of class.
Discussion Board Assignments – 10 points each = 110
Discussion board assignments are due by Sunday at noon every week unless otherwise noted. You will post a short reflection on the provided topic or on a topic of your choice in which you synthesize the material covered that week and provide a thoughtful and insightful commentary. Write in a professional manner, but feel free to relate content to your life. Be sure refer to listening, scores, and reading in your discussion. Interact with your peers by commenting on at least one other student’s post when asked to do so. This is an opportunity for you to critically engage in the material, learn from one another, and practice your writing skills. You will receive periodic feedback on your writing, your grasp of key concepts, your reasoning, and your development in appropriate communication within the discipline. These discussion posts prepare you for larger writing assignments and for informed communication about music. Please read Richard Wingell, Chapter 1 and pp. 159-64 before posting; review as needed.

Exams and syllabus quiz -- 469 points
Exams will give you an opportunity to demonstrate
• your understanding of important terms, concepts, and musical works;
• your mastery of listening skills and reasoning;
• your understanding of music’s historical role and development;
• your grasp of the language that best communicates this knowledge and understanding.
• As the term progresses, you will have the opportunity to show your grasp of overarching concepts that connect musical changes through time.
There will be two mini-exams, a mid-term, and a final.
Study guides for each chapter are available on E-learning. You should complete these study guides as we cover each chapter, and you should continue to refine and expand them as your understanding grows. These will make your exam study focused and efficient.

Analysis projects—80 points each = 160
Compositional techniques and musical materials vary in all style periods. In order to more deeply understand the thinking of composers and performers of the Middle Ages and Renaissance, you will complete a significant analysis assignment for each half of the semester. Each project will involve scholarly reading that prepares you to carry out the analysis of an approved musical work. You will submit a summary of the key concepts in the reading, a carefully marked score, and a paper explaining what the analysis reveals about the work. Please see Richard Wingell, Chapter 2.

Art Worlds Capstone Project—200 points
• Proposal and preliminary annotated bibliography
• Peer-reviewed colloquy draft and fully annotated bibliography
• Final paper and fully annotated bibliography
• In-class performance and program notes
See Richard Wingell, Chapters 3 – end of the book. See assignment sheets for more information.

Grading Scale:

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<th>Grade</th>
<th>A</th>
<th>A-</th>
<th>B+</th>
<th>B</th>
<th>B-</th>
<th>C+</th>
<th>C</th>
<th>C-</th>
<th>D+</th>
<th>D</th>
<th>D-</th>
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<tr>
<td>Percentage of points</td>
<td>100-93</td>
<td>92-89</td>
<td>86-83</td>
<td>82-80</td>
<td>79-77</td>
<td>76-73</td>
<td>72-70</td>
<td>69-67</td>
<td>66-63</td>
<td>62-60</td>
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Academic Honesty: No academic dishonesty will be tolerated. Plagiarism is presenting the work of another as your own. Cheating on exams and using someone else’s ideas in a written paper without providing proper recognition of the source (plagiarizing) are serious matters. As a result of completing the registration form at the University of Florida, every student has signed the following statement: “I
understand that the University of Florida expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion for the University.” The instructor of this course fully endorses this statement and will not tolerate academic dishonesty. All violations of academic honesty will be referred to the Dean of Students Office for disciplinary action without exception. Strictly enforced!

**STUDENTS WITH DISABILITIES** are strongly encouraged to use the resources offered by the University of Florida Dean of Students Office to assist anyone who qualifies. To learn more, see [http://www.dso.ufl.edu/drp/as.htm](http://www.dso.ufl.edu/drp/as.htm) or visit the office: Disability Resources Program, P202 Peabody Hall, Email: accessuf@dso.ufl.edu, :352-392-1261, Fax:352-392-5566, TDD:352-392-3008

Students who need extra help with writing should make use of the campus writing studio in Tigert Hall. Students who use the writing center must submit all drafts of the paper, including the suggestions and revisions from the center. Information about the center is available here: [http://writing.ufl.edu/writing-center/](http://writing.ufl.edu/writing-center/). If you are asked to use the writing center, you will be expected to do so and to submit all drafts of your work.

*“The Gordon Rule* writing requirement is an important curricular statement in that all students must be able to express themselves appropriately through effective writing. Satisfactory completion of the Gordon Rule Writing requirement is a necessary condition for attaining this goal.

Gordon Rule Objectives:
Gordon Rule Writing courses have two objectives. First, they use writing assignments as a means to ensure students assimilate concepts explored in the courses’ content areas. Second, these courses teach students to articulate their ideas clearly in standard written English for different audiences and in different contexts.” (*From UF Gordon Rule guidelines.*)