

**Bergen Community College**  
Division of Business, Arts, and Social Sciences  
Department of Visual and Performing Arts

**Course Syllabus**

**MUS-101 Introduction to Music**

**Basic Information about Course and Instructor**

Semester and year:  
Course and Section Number:  
Meeting Times and Locations:

Instructor:  
Office Location:  
Phone:  
Departmental Secretary: [optional]  
Office Hours:  
Email Address:

**Course Description**

**MUS-101 Introduction to Music** is an introduction to the study of music, including a variety of musical styles and genres, spanning from ancient times to the present. Through attentive listening and critical thinking, students will develop the ability to analyze and communicate effectively about the role of music in human societies.

3 lectures, 3 credits

General Education Course – Humanities Elective

No prerequisites

**Student Learning Objectives:** As a result of meeting the requirements in this course, students will be able to:

1. articulate a critical perspective on the social, cultural, political and economic forces that influence the composition, performance, production, and consumption of music;
2. listen critically to musical examples by identifying the characteristics that differentiate various styles and genres;
3. employ the basic vocabulary used to describe the physics of musical sound, the psychology of musical perception, and the description of musical elements, such as timbre, rhythm, harmony, melody, and structure, in written and oral communication;
4. discuss the ethical implications of race, ethnicity, gender, and class on the production and consumption of music in local communities and global societies;
5. utilize library and online resources and research tools to retrieve primary and secondary sources, in order to present an individual perspective on the role of music in contemporary society;
6. critique live and recorded music representing numerous and varied musical cultures and traditions, using the skills and vocabularies mastered during coursework.

In pursuit of the foregoing goals, the course is based on the reading and discussion of musicological and sociological writings on music, as well as on attentive listening techniques for musical selections; students are given the opportunity and are encouraged to participate actively in class discussions; and students are required to do a substantial amount of expository and critical writing in response to the material presented in the course.

### Learning Assessment

The Student Learning Objectives (SLOs) in this course are intended to be aligned with as many of the college's General Education Goals as possible. They are also correlated with the overall Learning Goals of the Music Program. In addition, student progress in reaching the course's SLOs is to be assessed through various means of assessment, such as the "Suggested Means of Assessment" listed below.

Student Learning Objective	Suggested Means of Assessment
1. articulate a critical perspective on the social, cultural, political and economic forces that influence the composition, performance, production, and consumption of music;	<ul style="list-style-type: none"> <li>• Essay examinations</li> <li>• Quizzes and objective tests</li> <li>• Writing assignments</li> </ul>
2. listen critically to musical examples by identifying the characteristics that differentiate various styles and genres;	<ul style="list-style-type: none"> <li>• Essay examinations</li> <li>• Quizzes and objective tests</li> <li>• Writing assignments</li> </ul>
3. employ the basic vocabulary used to describe the physics of musical sound, the psychology of musical perception, and the description of musical elements, such as timbre, rhythm, melody, and harmony, in oral and written communication;	<ul style="list-style-type: none"> <li>• Essay examinations</li> <li>• Quizzes and objective tests</li> <li>• Writing assignments</li> </ul>
4. discuss the ethical implications of race, ethnicity, gender, and class on the production and consumption of music in local communities and global societies;	<ul style="list-style-type: none"> <li>• Essay examinations</li> <li>• Quizzes and objective tests</li> <li>• Writing assignments</li> </ul>
5. utilize library and online resources and research tools to retrieve primary and secondary sources, in order to present an individual perspective on the role of music in contemporary society; and	<ul style="list-style-type: none"> <li>• Essay examinations</li> <li>• Quizzes and objective tests</li> <li>• Writing assignments</li> </ul>
6. critique live and recorded music representing numerous and varied musical cultures and traditions, using the skills and vocabularies mastered during coursework	<ul style="list-style-type: none"> <li>• Writing assignments</li> </ul>

### Course Content

The course is intended to introduce students to the academic study of music, including musicological analysis and various approaches to the historical and sociocultural issues regarding music. Therefore, the course includes the following (mandatory) components:

1. A review of the musicological analysis of music, studying the musical elements of timbre, rhythm, melody, harmony, texture, and form.
2. The variety of ways music can be studied: e.g., the science of acoustic and musical sound, the psychology and neuroscience of human musical experience, and the historical and sociocultural context of musical expression.

**Special Features of the Course** (if any) [to be designated by the instructor]

E.g., the use of learning technologies in the course (Internet, PowerPoint, web enhancement via a parallel course website, etc.); the inclusion of technological literacy learning in the course; etc.

**Course Texts and/or Other Study Materials**

*The World of Music.* David Willoughby. New York: McGraw-Hill., 8th ed., 2017.

Alternative textbooks or resources can be used by individual faculty with permission of the music discipline textbook committee. The Faculty Senate "Policy on the Selection of Texts and Other Instructional Materials," states that "individual faculty members and/or departments should strive to select texts, whenever possible, that are most affordable for students."

**Writing and Critical Thinking Requirement(s)**

Because MUS-101 is a General Education course, it requires students to complete a variety of critical thinking and writing assignments. These assignments may include class discussions and debates requiring the application of critical thinking skills, short in-class essays, out-of-class writing projects (journals, research papers, argument-analysis papers, book reviews, etc.), tests and examinations containing essay components, and so forth. Instructors will respond to and comment on students' writing in detail.

**Grading Policy**

A student's final grade for the course is based primarily on his or her performance on the required work for the course (writing assignments, examinations, class presentations, etc.) and on his or her overall mastery of the material covered in the course. A student's class participation may also be evaluated, and the grade thereon may be used as a factor in determining the student's final grade for the course; but a class participation grade will count for no more than twenty percent (20%) of the final grade. A student's research and writing work will count at least forty percent (40%) of the final grade.

**Attendance Policy**

**BCC Attendance Policy:**

All students are expected to attend punctually every scheduled meeting of each course in which they are registered. Attendance and lateness policies and sanctions are to be determined by the instructor for each section of each course. These will be established in writing on the individual course outline. Attendance will be kept by the instructor for administrative and counseling purposes.

**Attendance Policy in this Course:**

[To be designated by the instructor]

**Other College, Divisional, and/or Departmental Policy Statements** [optional but recommended]

Examples:  
Statement on plagiarism and/or academic dishonesty.  
ADA statement.  
Sexual Harassment statement.  
Statement on acceptable use of BCC technology.  
Statement on the purpose and value of faculty office hours.

**Student and Faculty Support Services** [optional but recommended]

List support services, e.g., the Writing Center, the Math Lab, the Tutorial Center, Online Writing Lab (OWL), Office of Specialized Services, etc. Include information on the BCC Library.

Example:

**Student and Faculty Support Services**

The Distance Learning Office – for any problems you may have accessing your online courses	Room C-334	201-612-5581 <a href="mailto:psimms@bergen.edu">psimms@bergen.edu</a>
English Language Resource Center	Room C-212	<a href="http://www.bergen.edu/elrc">http://www.bergen.edu/elrc</a>
The Tutoring Center	Room L-125	201-447-7908 <a href="http://www.bergen.edu/tutoring">http://www.bergen.edu/tutoring</a>
The Writing Center	Room L-125	201-447-7908 <a href="http://www.bergen.edu/owl">http://www.bergen.edu/owl</a>
The Office of Specialized Services (for Students with Disabilities)	Room S-131	201-612-5270 <a href="http://www.bergen.edu/oss">http://www.bergen.edu/oss</a>
BCC Library – Reference Desk	Room L-226	201-447-7436

**Special Note on the Tutoring Center**

**The Henry and Edith Cerullo Learning Assistance Center** encompasses the Tutoring Center, the English Language Resource Center, and the Writing Center. The website of the Learning Assistance Center is located at <https://bergen.edu/current-students/student-support-services/tutoring/>. Tutoring services are available for this course in the Tutoring Center. As listed above, the Tutoring Center is located in Room L-125, and its phone number is 201-447-7908.

**Special Note on the Food Pantry**

**The Bergen Community College Center for Food Action** is available to meet the urgent needs of members of our campus community. The Food Pantry provides non-perishable food items, toiletries, and additional support services in an environment that emphasizes discretion and confidentiality. Anyone needing assistance is encouraged to visit C-111A) Tuesday from 9am-1pm and Thursday from 2pm-6pm. Monday through Thursday from 9am-4pm and on Fridays from 9am-3pm. Donations will also be accepted at HS-100. Please call 201-447-7191 for more information.

**Include a Course Outline and Calendar** [can be combined in a single syllabus section]

The Course Outline and Calendar must include all of the following elements:

- A daily or (at least) weekly schedule of topics to be covered.
- Dates for exams, quizzes, or other means of assessment. (This does not mean that all evaluation of students must be in groups and at the same time. Exams and other means of assessment can be listed as "to be scheduled individually.")
- Due dates for major assignments – e.g., when is a paper due; if the topic has to be approved, when; if an outline or draft is an interim step, when it is due.
- Any required special events must be included in the outline/calendar, e.g., a lecture by a visiting speaker, a dramatic or musical performance, a field trip.
- Designation of Student Learning Objectives – by number – for each topic (see sample below).

- A note to students stating that the course outline and calendar is tentative and subject to change, depending upon the progress of the class.

**Sample Format for Course Outline and Calendar**

**Note to Students:** The following Course Outline and Calendar is tentative and subject to change, depending upon the progress of the class.

<b>Week(s)</b>	<b>Date(s)</b>	<b>Topics &amp; Assignments</b>	<b>Learning Objectives</b>
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			

**See the Sample Course Outline and Calendar below.**

21

**SAMPLE COURSE OUTLINE AND CALENDAR**

[with designation of Student Learning Objectives – by number – for each topic]

**Note to Students:** The following Course Outline and Calendar is tentative and subject to change, depending upon the progress of the class.

Week(s)	Date(s)	Topic/Activity/Assignments	Student Learning Objectives
1	Sep 6, 8,	<b>Introducing the World of Music</b> Read Willoughby, Ch. 1	1-6
2-3	Sep 13, 15, 20, 22	<b>The Nature of Music: Vocabulary for Listening and Understanding</b> Read Willoughby, Ch. 2	1-6
4	Sep 27, 29	<b>Listening to American Music: Folk Music Traditions</b> Read Willoughby, Ch. 3	1-6
5	Oct 4, 6	<b>Listening to American Music: Religious Music Traditions</b> Read Willoughby, Ch. 4	1-6
6	Oct 11, 13	<b>Listening to American Music: Jazz Styles</b> Read Willoughby, Ch. 5	1-6
7-8	Oct 18, 20, 25, 27	<b>Listening to American Music: Popular Music</b> Read Willoughby, Ch. 6 Midterm Review and Midterm Exam	1-6
9	Nov 1, 3,	<b>Listening to World Music: Music of the Americas</b> Read Willoughby, Ch. 7	1-6
10	Nov 8, 10	<b>Listening to World Music: Music Beyond the Americas</b> Read Willoughby, Ch. 8	1-6
11	Nov 15, 17	<b>Listening to Western Classical Music: The Medieval, Renaissance, and Baroque Periods</b> Read Willoughby, Ch. 9, 10	1-6
12	Nov 22, 24	<b>Listening to Western Classical Music: The Classic Period (1750-1820)</b> Read Willoughby, Ch. 11	1-6
13	Nov 29, Dec 1,	<b>Listening to Western Classical Music: The Romantic Period (Nineteenth Century)</b> Read Willoughby, Ch. 12	1-6
14	Dec 6,8	<b>Listening to Western Classical Music: Music of the Twentieth Century</b> Read Willoughby, Ch. 13	1-6
15	Dec 13, 15	Final Review and Final Exam	1-6