

Bergen Community College
Division of Arts, Humanities and Wellness
Department of Performing Arts
Course Syllabus

MUS-110 Music Art and Drama

Semester and year:

Course and Section Number:

Meeting Times and Locations:

Instructor:

Office Location:

Phone:

Departmental Secretary: Mrs. Barbara Bliss WH225

Office Hours:

Email Address:

Course Texts and/or Other Study Materials

Required:

Sporre, Dennis J. 2011. *Perceiving the Arts: An Introduction to the Humanities*, 10th Edition. Saddle River, NJ: Prentice Hall.

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, etc.); the inclusion of technological literacy and/or information literacy learning in the course; etc.

Course Description:

MUS-110 Music, Art, and Drama

This course is designed to promote an understanding and appreciation of the human cultural heritage and concentrates upon major developments in music, art, and drama during the Baroque, Classical, Romantic, and Contemporary periods.

General Education Course - Humanities

Lecture (3.00)

No Prerequisites

Writing and Critical Thinking Requirement(s)

Because MUS- 110 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 analysis of music excerpt requiring the application of critical thinking skills, short in-class essays, out-of-class writing projects , tests and examinations containing essay components, and so forth. Instructors will respond to and comment on students' writing in detail.

Objectives:

As a result of this course, students will be able to:

1. identify the roles of perception and reaction as essential components of the musical, artistic and dramatic experience;
2. demonstrate aesthetic judgments according to the fundamental components and elements considered for music, art and drama through analysis of selected art works;
3. interpret and summarize the general functions and specific workings of the elements out of which all pieces of music art and drama are made.
4. articulate distinctive musical characteristics of each of the following historical styles: Medieval, Renaissance Baroque, Classical, Romantic, and 20th Century
5. utilize a working vocabulary of terminology and utilize this vocabulary during discussions, class analysis, and written essay responses for music, art and drama

The Student Learning Objectives (SLOs) in this course are intended to be aligned with as many of the college's Core Competencies and General Education Goals as possible. They are also correlated with the overall Learning Goals of the Philosophy Program. In addition, student progress in reaching the course's SLOs is to be assessed through a variety of assessment types (tools) and on the basis of a variety of assessment criteria. These alignments and correlations are depicted in this document

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 fifteen percent (15%) of the final grade.

90-100 = A 86-89 = B+ 80-85 = B 76-79 = C+ 70 - 75 = C 65-69 = D

Below 64 = R
Official Withdrawal

Incomplete (N) will typically not be given without permission from the instructor

Attendance Policy Attendance Policy in this Course:

[To be designated by the instructor]

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.

Procedures, Techniques, Methods:

- A. Lectures, discussions, demonstrations, and performances
- B. Recordings, video & DVD presentations

Purpose:

- A. To increase student's awareness and skills of the interpretations of art, music and drama.
- B. To increase student's knowledge of the major historical style periods.
- C. To increase students comprehension of the rudiments and basic vocabulary of art music and drama.

• **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 psimms@bergen.edu
English Language Resource Center	On Line at:	www.bergen.edu/elrc
The Tutoring Center	Room L-125	201-447-7908
The Writing Center	Room L-125	201-447-7908
The Online Writing Lab (OWL)	On Line at:	www.bergen.edu/owl
The Office of Specialized Services (for Students with Disabilities)	Room S-131	201-612-5270 www.bergen.edu/oss
The Sidney Silverman Library – Reference Desk	Room L-226	201-447-7436

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

Music Art and Drama COURSE OUTLINE

This course outline serves only as a guideline for weekly assignments and lectures. Topics and assignments may be rearranged according to class needs, and the instructor's discretion.

Schedule of Classes and Reading Assignments

WEEK 1 Learning Objective: 1 & 5	Introduction and Course Overview What are the "humanities?" What will we study, and why? General theoretical concerns and vocabulary
WEEK 2 Learning Objective: 1 - 5	Painting and Visual Art Read: Sporre, Ch. 1 Read: Tolstoi, Ch. 10
WEEK 3 Learning Objective: 1 - 5	Painting and Visual Art, cont'd Read: Sporre, Ch. 2 Read: Steadman Read: Benjamin (summary)
WEEK 4 Learning Objective: 1 - 5	
WEEK 5 10.05.11 Learning Objective: 1 - 5	Architecture Read: Sporre, Ch. 4 Read: Kamin Read: Adler, "Plans for N.Y. Mosque" (NPR) Web: www.thehighline.org
WEEK 6	EXAM #1

10.12.11 Learning Objective: 1 - 5	
WEEK 7 Learning Objective: 1 - 5	Music Read: Sporre, Ch. 5 Read: Grove, "Castrato" Read: Sacks Viewing: Documentary on Derek Paravinici Viewing: Documentary on Castrati
WEEK 8 Learning Objective: 1 - 5	Dance Read: Sporre, Ch. 9 Read: Chao, pp. 14-18 Read: Lomax, pp. 2-9 View: <i>Stomp</i>
WEEK 9 Learning Objective: 1 - 5	Theatre and Musical Theatre Read: Wollman Read: Reviews, <i>Glee</i> View: <i>Glee</i>
WEEK 10 Learning Objective: 1 - 5	Cinema and Video Read: Sporre, Ch. 8 Read: <i>Documentary Film</i> , introduction Read: Review, <i>Born Into Brothels</i> View: <i>Born Into Brothels</i> WRITTEN ASSIGNMENT #1 DUE
WEEK 11 Learning Objective: 1 - 5 11.16.11	EXAM #2
WEEK 12	HAPPY THANKSGIVING (no class)
WEEK 13 Learning Objective: 1 - 5	"Popular Drama" – Reality Television Read: Stahl Read: Weber Read: Lotz View: <i>Work of Art</i>
WEEK 14 Learning Objective: 1 - 5	Self as Performance – Fashion Read: Svendson Read: Kawamura Read: Goffman Read: Avedon View: <i>Masters of Style</i>
WEEK 15 Learning Objective: 1 - 5	"The Real Thing" – Art and Forgery Read: Solomon View: <i>Origins of Pleasure</i> View: <i>Artful Codgers</i> WRITTEN ASSIGNMENT #2 DUE
WEEK 16	EXAM #3

Recommended Readings and Sources

www.bergen.edu can take you to electronic resources through the BCC library including Groves Dictionary of Music and Musicians

Jebb, R.C.; ed., P.E. Easterling and Ruby Blondell. *Sophocles: plays. Antigone*.
London : Bristol Classical Press, 2004. PA4413 .A7 2004]

Sadie, Stanley. ed. *The New Grove Book of Operas*.

Tidworth, Simon. *Theatres, An Architectural and Cultural History*. New York: Praeger
Publishers, 1973.

Worthen, W.B. *The Harcourt Brace Anthology of Drama*, 3rd Ed. Berkeley, CA: Harcourt
Brace, 2000.

- **www.bergen.edu can take you to electronic resources through the BCC library including Groves Dictionary of Music and Musicians**
- **<http://www.artlex.com> is a good resource for visual arts terminology**