



Independent Study | in Idaho

MUSI 100
Introduction to
Music

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Course Guide

Independent
Study | in Idaho

Self-paced study. Anytime. Anywhere!

MUSIC 100 **Introduction to Music**

University of Idaho
3 Semester-hour Credits

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MUSI 100 Introduction to Music

3 Semester-Hour Credits: U of I

Welcome!

Whether you are a new or returning student, welcome to the Independent Study in Idaho (ISI) program. Below, you will find information pertinent to your course including the course description, course materials, course objectives, as well as information about assignments, exams, and grading. If you have any questions or concerns, please contact the ISI office for clarification before beginning your course.

Policies and Procedures

Refer to the ISI website at www.uidaho.edu/isi and select *Students* for the most current policies and procedures, including information on setting up accounts, student confidentiality, exams, proctors, transcripts, course exchanges, refunds, academic integrity, library resources, and disability support and other services.

Course Description

Introduction to the art and nature of music; emphasis on aural skills, historical styles, musical forms, and the literature of music.

University of Idaho General Education: Humanities, American Diversity, not open for credit to majors.

14 graded assignments, 1 Midterm, 1 Final Project
Available online only.

ALL assignments and exams must be submitted to receive a final grade for the course.

Course Materials

Required Course Materials

Esther M. Morgan-Ellis, ed. *Resonances: Engaging Music in Its Cultural Context*. Dahlonega: University of North Georgia Press, 2020. ISBN: 978-1-940771-31-1

The textbook for this class is a free open-access educational resource (OER). Please download it from the University of North Georgia Press website and save it to your computer for easy access. The text contains links to recordings and instructions on how to listen to them.

Course Delivery

All ISI courses are delivered through BbLearn, an online management system that hosts the course lessons and assignments and other items that are essential to the course. Upon registration, the student will receive a *Registration Confirmation Email* with information on how to access ISI courses online.

Course Introduction

Music does not exist in a vacuum, but rather reflects the lives of the people who create, perform, teach, and listen to it. In this online class, we will study the roles of music in society. People in every country of the world love music, and use it for storytelling, dancing, entertainment, national identity, spirituality, and protest. In this class, we will explore the importance of music to the diverse cultures of the United States of America and beyond.

Course Objectives

- Understanding the elements of music: melody, harmony, rhythm, texture, and timbre, and their uses in music from many cultures.
- Familiarity with the elements, context, and meaning of a diverse group of set compositions.
- Understanding music as a reflection of time, place, society, and culture.

Lessons and Quizzes Overview

- 14 quizzes X 100 = 1400 Points Possible, 80% of Final Grade
- There will be a BbLearn quiz for every unit to check that you have understood the assigned reading and listening material.
- All quizzes are “open-book.” This is because you are not being tested on the memorization of facts, but rather on your understanding of the elements, structures, genres, and contexts of musical compositions.
- There is no time limit for quizzes, but you must complete the quiz in one sitting. Therefore, it is a good idea to take your quiz in a location with a reliable internet connection.
- You will be given three attempts at each quiz. Your highest-graded attempt will be the one recorded in the gradebook.
- Studying for the quiz: it is recommended that you schedule time to read a couple of pages and listen to a recording or two every day rather than try to cram the unit’s reading and listening into one big session. “Little and often” is a good habit for understanding and processing the information.

Study Hints:

- Keep a copy of every assignment submitted.
- Complete all reading and listening assignments.
- Set a schedule allowing for course completion one month before your personal deadline. An *Assignment Submission Log* is provided for this purpose.
- Web pages and URL links in the World Wide Web are continuously changing. Contact your instructor if you find a broken Web page or URL.

Refer to the **Course Rules** in BbLearn for further details on assignment requirements and submission.

Midterm Exam Overview

- 100 Points Possible. 10% of Final Grade
- This is a listening identification exam. You will be given recordings to listen to, and will answer questions on their elements such as melody, harmony, rhythm, texture, and timbre.

Final Project Overview

- 100 Points Possible. 10% of Final Grade
- Write an essay of around 1,000 words about a musical composition that has affected your emotions deeply. Using the skills you have built over the course, write descriptively about the elements and other characteristics of the composition, its cultural and historical context, and why it had such a profound effect on you.

Grading

A = 90% to 100%

B = 80% to 89%

C = 70% to 79%

D = 60% to 69%

F = 59% or less

The final course grade is issued after all assignments and exams have been graded.

Acts of academic dishonesty, including cheating or plagiarism, are considered a very serious transgression and may result in a grade of F for the course.

Disability Statement

Students with disabilities needing accommodations to participate fully in this class should contact the Center for Disability Access and Resources (CDAR). All accommodations must be approved through CDAR before being implemented. To learn more about the accommodation process, visit CDAR's website at www.uidaho.edu/cdar or call 208-885-6307.

Civility Clause

In any environment in which people interact in meaningful ways to gain knowledge, it is essential that each member feel as free and safe as possible in his or her own participation. To this end, it will be course policy and expected that everyone will be treated with mutual respect. We do not have to agree at all times, but each person deserves to feel that he or she is being heard. We learn by engaging in constructive, evidence-based dialog. Therefore we shall establish in this course a general understanding that members of this class (including students and professors) will be respectful to one another in all facets of educational discourse.

Learning Outcomes

1. Learn and integrate
Through independent learning and collaborative study, attain, use, and develop knowledge in the elements and cultural context of music from diverse American and international societies.
2. Think and create
Use multiple thinking strategies to examine diverse musical compositions, explore creative avenues of expression in multiple American and world cultures, and analyze the elements from which they are created.
3. Communicate
Acquire, articulate, create, and convey intended meaning using verbal, non-verbal, and musical methods of communication that demonstrate respect and understanding in a complex society.
4. Clarify purpose and perspective
Explore one's life purpose and meaning through transformational experiences in music and culture that foster an understanding of self, relationships, and diverse global perspectives.
5. Practice citizenship
Apply principles of ethical leadership, collaborative engagement, socially responsible behavior, respect for diversity in an interdependent world, and a service-oriented commitment to advance and sustain local and global communities through our shared goals as musical consumers.

About the Course Developer

Miranda Wilson, D.M.A., is a New Zealand-born cellist who has performed as a soloist and chamber musician on five continents. Her most recent compact disc recording, “Wondrous Love: Works for Solo Cello,” featuring solo cello works by Ernest Bloch and Daniel Bukvich, was released by Albany Records. She also appeared on the world première recording of Sofia Gubaidulina’s “Quaternion,” released by Chandos.

In addition to her performing career, Wilson is a nationally regarded string pedagogue, having published a book, “Cello Practice, Cello Performance” (Rowman & Littlefield) and many articles in journals such as “Strings” and “American Music Teacher.” She writes a popular blog about classical music at her website, www.mirandawilsoncellist.com, and a guide for cello technique tips at www.cellopracticecelloperformance.com. Her current research interests include the Bach Cello Suites and performance anxiety for musicians.

Wilson joined the Lionel Hampton School of Music faculty in 2010. She is the founder and Director of Strings of the LHSOM Preparatory Division, and Co-Artistic Director of the Idaho Bach Festival. She is a frequent recitalist, adjudicator and clinician all over Idaho and the Northwest. During summers, she is a faculty member at the Red Lodge Music Festival and Lionel Hampton Music Camp.

Previously, Wilson was a founding member of the Tasman String Quartet. From 2006 to 2009, the TSQ appeared frequently on the international concert and competition stage, winning top prizes in international chamber music contests, including the Plowman, Rutenberg, and Asia-Pacific competitions. The TSQ held a two-year residency at the University of Colorado as assistants to the Takács Quartet, and further residencies at the Aspen Music Festival and School, the Banff Centre for the Arts (Canada), Auburn University (Alabama), the University of Illinois and the New Zealand School of Music.

Born and raised in Wellington, New Zealand, Wilson made her soloist début at the age of 16, playing Elgar’s Cello Concerto with the Orchestra Wellington. She was also principal cellist of the New Zealand National Youth Orchestra. She has a Bachelor of Music degree from the University of Canterbury in New Zealand, a Master of Music from Goldsmiths College, University of London and a doctorate from the University of Texas at Austin. Her principal teachers were Rolf Gjelsten and the other members of the New Zealand String Quartet, Natalia Pavlutskaya, Alexander Ivashkin, Phyllis Young, András Fejér and the other members of the Takács Quartet and Judith Glyde.

She has won a number of major academic awards, including the Fulbright Scholarship, the International Peace Scholarship, several grants from the New Zealand Federation of Graduate Women and the British Airways Traveling Fellowship.

Contacting Your Instructor

The course instructor is not the course developer. For instructor contact information is posted on your BbLearn site under *Course Rules*.

Unit	Assigned Reading and Listening from <i>Resonances</i>	Topics of the Week	Coursework
1	<i>Resonances</i> Chapter 1, “Music in Human Life.”	What is Music?	Quiz
2	<i>Resonances</i> Chapter 2, “The Elements of Music.”	The Elements of Music	Quiz
3	<i>Resonances</i> Chapter 3, pp. 44-67.	Music for Storytelling: John Williams and His Influences	Quiz
4	<i>Resonances</i> Chapter 4, pp. 78-111	Sung Drama from Claudio Monteverdi to Lin-Manuel Miranda	Quiz
5	<i>Resonances</i> Chapter 4, pp. 105-128	Danced Drama from Russian Ballet to Javanese Gamelan	Quiz
6	<i>Resonances</i> Chapter 5	Human Voices and Human Emotions from Franz Schubert to Beyoncé	Quiz
7	<i>Resonances</i> Chapter 6	Instrumental Music of Five Continents	Quiz
8	Review Chapters 1-6	Review previous reading and listening assignments, then take the midterm exam	Midterm Exam
9	<i>Resonances</i> Chapter 7	Diverse Music in Concert — From Beethoven to Hendrix	Quiz
10	<i>Resonances</i> Chapter 8	Singer-Songwriters of the Past Thousand Years	Quiz
11	<i>Resonances</i> Chapter 9	Music and Identity	Quiz
12	<i>Resonances</i> Chapter 10	Music and Protest	Quiz
13	<i>Resonances</i> Chapter 11	Music and Spirituality	Quiz
14	<i>Resonances</i> Chapter 12	Music for Marching and Dancing	Quiz
15	<i>Resonances</i> Chapter 13	What is “Good Music” Anyway?	Quiz
16	N/A	N/A	Final Project

Unit 1 What is Music?

Introduction

Welcome to MUSI 100 Introduction to Music. Independent Study in Idaho and the Lionel Hampton School of Music faculty are delighted to have you in this online class. Please take some time to familiarize yourself this BbLearn page. Everything you need to know can be found at the sidebar on the left side of the page.

How this class works:

For each Unit, there will be an assigned reading from the textbook, followed by a short quiz to check that you have understood the material. All quizzes are "open book."

Things to do right now:

- Read the syllabus thoroughly.
- Download your free textbook from the link in the sidebar.

Reading Assignment

Read Chapter 1 of the textbook.

Assessment

Before beginning the first written assignment, refer to the *Course Rules* in BbLearn for your instructor's assignment requirements. If emailing assignments to your instructor, please copy the ISI office at indepst@uidaho.edu.

Take the quiz at the link below. Most of the quizzes in this class will be multiple-choice, but this week's quiz is a short reflection on your personal journeys with music. The reason for this is so that your professor can get to know you better and help you with your goals for the class.