

## Music 114: Topics in Instrumental Music

Spring 2011

Tuesday/Thursday 10:00am-11:25am

Booth Hall Room 204

Professor Andre Myers

Booth Hall Room M-25

Office Hours: M 2:30pm-3:30pm; Tues/Thurs 3:00-4:0pm; and by appointment

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### Required materials:

Bonds, Mark Evan. *Listen to This, 2<sup>nd</sup> Edition*. San Francisco: Prentice Hall, 2011.

Access code to mymusiclab.com (available in Oxy bookstore)

Readings posted onto Moodle

### Course Description

This course will survey seminal instrumental works of the common-practice, 20<sup>th</sup> century, and contemporary periods. We will focus on the historical context surrounding each work, and examine key musical features that make each piece great. Through extensive listening, selected readings, short essays, and group activities, Topics in Instrumental Music appraises the relationship between instrumental practices and cultural movements that inform them.

### Grading

20% In-class writing & Weekly Summaries

*In-class writing:* You will summarize the day's topic at the end of each class in one paragraph (3-5 sentences). Handed in at the end of class, or posted onto Moodle discussion board.

*Weekly Summaries:* working in groups of three, you will twice summarize the week's reading, discussion and class activities (3-5 paragraphs), posting them onto the Moodle discussion board no later than 9pm Friday. On the weeks you do not summarize, you will work in groups of three and offer a brief (2-3 sentence) comment on the weekly summary that *constructively engages, and expands upon, its strengths*. Comments will be posted as responses to the initial thread by 10am the following Monday.

20% Short-answer response Quizzes

Given intermittently throughout the term, quizzes provide you opportunities to demonstrate your understanding of key terms and think critically with short-essay (about 2-3 paragraphs) responses.

20% Midterm Short Essay (4-6 pages)

20% Group Projects

Working in groups of three, you will present a piece of music to class, discuss its historical context(s) and illustrate its significant musical features. You will outline the structure of your presentation at its start, and provide a compelling conclusion at its end.

20% Final Exam

The Final will test your understanding of key terms, and provide you an opportunity to respond to short-essay (about 3 paragraphs) and long essay (about 2-3 blue book pages) questions.

**Grading Rubric**

*Outstanding* work distinguishes itself by its fidelity to intellectual standards of clarity, accuracy, precision, relevance, depth, breadth, logic, significance, and fairness. It exceeds the requirements of the assignment by demonstrating its focused and conscientious use of the standards above, and provides compelling perspectives on the site of inquiry that challenge and engage the reader. Great fun to read.

*Very Good* work clearly and comprehensively engages the expectations of the assignment through focused and conscientious use of the intellectual standards outlined above. It demonstrates a genuinely sound understanding of the assignment's parameters, fully engaging them. Also very fun to read.

*Satisfactory* work meets the expectations of the assignment with competent use of the intellectual standards outlined above. It demonstrates a working understanding of the assignment's parameters, and satisfies expectations. Still fun to read, especially when it's close to *Very Good*.

*Poor* work demonstrates confusion about the assignment's parameters; it is ambiguous. The assignment is turned in on time, but lacking and suffering from its unfocused and bewildered engagement with the assignment's expectations. Not much fun to read.

*Unsatisfactory* work does not meet the parameters of the assignment. (e.g. it is turned in after the due-date, or very far off the mark in another way.)

**Unit Overview**

Unit I: Vocal Precursors of 476-1750

Unit II: The Baroque Era

Unit III: The Classical Period

Unit IV: The Romantics

Unit V: The 20<sup>th</sup> Century

**Statement for students with learning challenges**

If you have specific physical or learning disabilities and require accommodations, please let me know early in the semester so that your learning needs may be appropriately met. You will need to provide documentation of your disability to Carolina Thompson, Associate Director for Student Support and Coordinator of Disability Services.