



**MERCER**  
COUNTY COMMUNITY COLLEGE

## COURSE OUTLINE

<b>Course Number</b> <b>MUS103</b>	<b>Course Title</b> <b>Introduction to Music</b>	<b>Credits</b> <b>3</b>
<b>Hours:</b> <b>Lecture/Lab/Other</b> <b>3 lecture</b>	<b>Co- or Pre-requisite</b> <b>None</b>	<b>Implementation</b> <b>Semester &amp; Year</b> <b>Spring 2022</b>

### **Catalog description:**

Designed to enhance the student's knowledge and enjoyment of music of a variety of styles and historical contexts through listening and discussion. Attendance at live concerts will be required. No prior musical training necessary.

**General Education Category:**  
[Goal 6: Humanities](#)

**Course coordinator:**  
Scott Hornick, 609-570-3716, hornicks@mccc.edu

### **Required texts & Other materials:**

Forney, Dell'Antonio, Machlis, The Enjoyment of Music (13<sup>th</sup> edition) with Total Access code, W.W. Norton & Company, 2018, ISBN: 978-0393639032

### **Course Student Learning Outcomes (SLO):**

***Upon successful completion of this course the student will be able to:***

1. Identify the technical terms used to describe music. [Supports ILGs #1,4,6,7; PLOs #2,6]
2. Categorize the fundamental elements of music, such as rhythm, melody, harmony, dynamics, texture, etc., and will gain a basic ability to isolate and hear those elements at work in music of a variety of styles and historical periods. [Supports ILGs #2,3,6,7,8,10; PLOs #2,3,6]
3. Explain the various ways in which composers' structure specific pieces of music and will cultivate the ability to hear these forms as he/she begins to listen to more extended pieces of music. [Supports ILGs #2,6,7,8,11; PLOs #3,6]
4. Identify, both aurally and visually, the various musical instruments - brass, woodwinds, strings, percussion, as well as electronic instruments -- in isolation and in combination with one another. [Supports ILGs #1,6,7,8,11; PLO #6]
5. Identify the various ensemble groupings of instruments - string quartets, woodwind quartets and quintets, jazz ensembles -- as well as the configuration of the modern symphony orchestra. [Supports ILGs #1,6,7,8,11; PLOs #3,6]

6. Distinguish the historical evolution of Western classical music from the Middle Ages through the 20th century and become familiar with major composers of each period, learning to recognize representative samples of their major works. [Supports ILGs #5,6,7,8,9,11; PLO #6]
7. Demonstrate the ability to be a more intelligent, informed, and sensitive listener, able to respond aesthetically to a much broader spectrum of music, and will gain a greater appreciation of music as an art form and not merely a medium of entertainment. [Supports ILGs #5,6,7,8,9,11; PLO #6]

### **Course-specific Institutional Learning Goals (ILG):**

**Institutional Learning Goal 1. Written and Oral Communication in English.** Students will communicate effectively in both speech and writing.

**Institutional Learning Goal 2. Mathematics.** Students will use appropriate mathematical and statistical concepts and operations to interpret data and to solve problems.

**Institutional Learning Goal 3. Science.** Students will use the scientific method of inquiry, through the acquisition of scientific knowledge.

**Institutional Learning Goal 4. Technology.** Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.

**Institutional Learning Goal 5. Social Science.** Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.

**Institutional Learning Goal 6. Humanities.** Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.

**Institutional Learning Goal 7. History.** Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.

**Institutional Learning Goal 8. Diversity and Global Perspective:** Students will understand the importance of a global perspective and culturally diverse peoples

**Institutional Learning Goal 9. Ethical Reasoning and Action.** Students will understand ethical frameworks, issues, and situations.

**Institutional Learning Goal 10. Information Literacy:** Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

**Institutional Learning Goal 11. Critical Thinking:** Students will use critical thinking skills understand, analyze, or apply information or solve problems.

### **Program Learning Outcomes for Music AS Program (PLO)**

2. Demonstrate a working knowledge of the theoretical principles that underlie all the primary genres of music of Western culture, including scale and chord construction; the tonal system of keys and chord relationships; harmonic analysis; figured bass; the principles and procedures of four-part writing; and modulation.
3. Analyze excerpts of musical compositions, working from a printed score, on the levels of harmony, rhythm, melodic contour, phrase structure, and large scale formal structure.
6. Identify and distinguish the major periods in the history of Western music from the Middle Ages into the 21st century and cite the primary composers whose works exemplify the stylistic trends of each period.

### **Units of study in detail – Unit Student Learning Outcomes:**

**Unit I** [Materials of Music] [Supports Course SLOs #1,2,3,4,5,7]

#### **Learning Objectives**

***The student will be able to:***

- Demonstrate knowledge of common music terminology regarding tempo, melody, pitch level, intervals, etc.

- Identify the different classifications of instrumental families and their characteristics.
- Explain how harmony, texture, keys, dynamics, and structure relate in compositions.

**Unit II** [The Middle Ages and Renaissance] [Supports Course SLOs #1,2,3,6,7]

**Learning Objectives**

***The student will be able to:***

- Recognize the differences between Gregorian chant, organum, and early music of the Middle Ages.
- Identify the origins of polyphony and its use.
- Compare the music of composer of the Middle Ages – Machaut, Landini, Troubadours, etc.
- Identify and explain the differences of the Motet, and the Masses written by Desprez, and Palestrina.

**Unit III** [The Baroque Era] [Supports Course SLOs #1,2,3,6,7]

**Learning Objectives**

***The student will be able to:***

- Describe the development of opera and the role of Monteverdi.
- Identify works by important composers of the Baroque era.
- Differentiate between the new forms in instrumental music.
- Summarize the careers of Handel and Bach and their importance in Western music.

**Unit IV** [Eighteenth-Century Classicism] [Supports Course SLOs #2,3,4,5,6,7]

**Learning Objectives**

***The student will be able to:***

- Identify the early masters of the Symphony.
- Differentiate between the forms of sonata, rondo, minuet and trio, etc.
- Compare the structure provided in harmony and melody in the Classical period to previous eras.
- Explain the changes brought to vocal and instrumental music by Haydn, Mozart and Beethoven.

**Unit V** [The Nineteenth Century] [Supports Course SLOs #2,3,5,6,7]

**Learning Objectives**

***The student will be able to:***

- Describe the changes brought about during the Romantic period.
- Distinguish between the 3 periods of Beethoven's compositions.
- Demonstrate knowledge of the new importance of piano music and recitals.
- Identify the differences between program music and absolute music.
- Distinguish the differences between the major Romantic composers – Schubert, Schumann, Chopin, List, Wagner, Verdi, etc.

**Unit VI** [Twentieth-Century Modernism] [Supports Course SLOs #3,4,5,6,7]

**Learning Objectives**

***The student will be able to:***

- Explain the changes brought about in music in the Twentieth Century.
- Identify the major composers of this era – Debussy, Stravinsky, Schoenberg, Ives, etc.

- Demonstrate an understanding of atonality and a 12-tone system.
- Describe the beginnings of the avant-garde movement.

**Unit VII** [Beyond Modernism] [Supports Course SLOs #1,2,3,4,5,6,7]

**Learning Objectives**

***The student will be able to:***

- Describe the changes in music through advancements in technology.
- Identify the different types of new music composed and created.
- Demonstrate knowledge of Blues and Jazz as well as popular song in the United States of America.
- Explain how music and the music industry has changed and is constantly being updated with the invention of streaming services.

**Evaluation of student learning:** [Evaluates SLOs #1,2,3,4,5,6,7]

1. Attendance at two live concert performances and a two-page report on each.
2. Completion of weekly reading and listening assignments, as well as related written reports.
3. Tests and quizzes.
4. Final research paper on a composer or musical group 5 pages in length, plus bibliography or ten-minute class presentation on a composer or musical group.
5. Class participation

<b>Evaluation Tools</b>	<b>% of Grade</b>
Reading assignments	15%
Listening assignments and reports	15%
Concert Reports	20%
Tests – Listening and Chapter	20%
Attendance	10%
Final Paper	20%
Total	100%