Faculty Information:

- Primary Instructor: Prof. Douglas Boyce
  - Email: dboyce@gwu.edu
  - Office: Phillips Hall, B-144
  - Office Hours: TBD
- Contact information for guest lecturers will be posted to Blackboard

Course Description:

MUS 1105 is an introduction to concepts, methods, and practices that guide the study and performance of music. Old and new paradigms of musical thought are subject to discussion and critical investigation. It serves as a foundational course for the music curriculum. Open to all students.

Course Goals

Through taking this course, students should achieve the following:

- Knowledge of a range of approaches to musical study
- Ability to incorporate and balance varied arguments and perspectives within their musical work
- An evolving awareness of how their musical activities fit into the world at large
- Interest in, and enthusiasm for, participation in previously unfamiliar musical situations and contexts

LEARNING OUTCOMES

On completing this course, and achieving the above goals, students will be able to:

1. Acknowledge and evaluate their own musical judgments through:
   - designing a term presentation that presents a logical argument based on course readings and performances
   - writing a reflection on the course that demonstrates personal involvement with the topics of the course
2. Utilize diverse perspectives and procedures in studying music through:
   - attending to, and engaging with, musical performance in unfamiliar contexts
   - close reading of scholarship from a range of discourses and approaches
   - writing a paper that demonstrates the importance of context in musical listening
3. Debate productively questions of ontology in musical works through:
   - demonstrating an understanding in writing and speech of problems and questions concerning the formation of musical works
   - analyzing musical intertextuality through the discussion of examples from varied genres
Course Texts

There is no single textbook for this course. Readings and digital media will be distributed through blackboards 'Electronic Reserves' section.

However, since the course will demand an extensive amount of writing, you should purchase a general guide to writing about music. There are several such guides in print, as listed in the bibliography. If you do not already possess one, I recommend Jonathan Bellman, A Short Guide to Writing about Music, Pearson, 2000. This is available as a physical book, and also for short-term reference at: http://www.coursesmart.com/givecoursesmartatry?xmlid=0321015770&__instructor=2775778

Assignments:

Modules, and Module Assignments

This course consists of 7 modules. The topics, lecturers, assignments, and associated events can be found online, in the course's Blackboard pages. These modules interrogate a wide range of topics from a wide range of perspectives, and they are also short (2-3 course sessions); making up the content will be difficult.

The module assignments will be 1-2 page 'responses', written in response to a prompt, often involving some recording, video footage, other media, or a observations of a performance. In instances where the assignment refers to a recording, video, or other online media, you are required to post a link or embed the media in your response.

Glossary

The seminar will keep a running glossary of terms and concepts (link can be found in Blackboard). During class and in assigning readings, the instructor will select relevant terms, and students will work collectively to set these definitions. Every two weeks, the instructor will review the contributions to the glossary of each student and will assign a grade. After the grade is assigned, you may revise the entry (and so your grade) ONCE.

A record of term assignments will be kept online in the Blackboard course for the class. Over the course of the semester terms maybe be assigned to other individuals, as our understanding and usage of them as a class evolves, and the entry needs updating. The goal of this assignment is to refine your individual understanding of particular terms and concepts, and to provide the class a resource for other assignments (especially the final project).

Each glossary assignment will be evaluated on the three following components.

- Coherence of thought (aporia resolved or named, lacunae filled, assertions supported, etc)
- Contextualization (use of (identified) sources, examples, connections back to class, etc)
- Clarity of Language

Preparedness & Preparation

After a glossary entry is completed, the author will be expected to give a brief summation of the entry to the class. In addition, the entry author will be a 'designated expert' on the term, and so will be called upon during class discussions as an aide. (This will also be a great opportunity for authors to clarify their terms and prepare to revise the entry in the glossary.)

This summation will be graded based on the following criteria:

<table>
<thead>
<tr>
<th>numerical grade =</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conceptualization (75%)</td>
<td>Statements not supported and/or contextualized.</td>
<td>Some statements supported and/or contextualized.</td>
<td>Statements consistently supported and/or contextualized.</td>
</tr>
<tr>
<td>Clarity (25%)</td>
<td>Fragmentary arguments; unclear language.</td>
<td>Argument perceivable but not clear and/or persuasive.</td>
<td>Persuasive, fluent argumentation</td>
</tr>
</tbody>
</table>

At the end of the semester, each student's semester grade will be calculated by averaging their preparedness and participation grades.
Events outside of scheduled class time:
This course engages with performed music quite extensively, and so attendance at events outside of the regularly scheduled course time is required. Some class time will be 'released' around these events. If there is a conflict that prevents your attendance at one of these events, an alternate event can be determined in consultation with the instructor(s).

Final project
The final project will be a group project in which a team of students pick a topic (in consultation with the instructor), and interrogate it from different perspectives (with a strong recommendation of the perspectives being perspectives that we have discussed in the class; there is no need to reinvent the wheel). Each individual will produce a web page (the equivalent of a 4-6 page paper), and the team will produce a central page which outlines the topic and summarizes the content of other pages. Each team will provide a preview of the pages in class, to share their work with the class, and to benefit from the emerging expertise of other class members.

Individuals grades will be determined through the following formula: 20% on the shared topic page, 65% on the individual page, and 15% on the presentation of the 'preview.'

Semester grade percentages
The number and specific requirements of these assignments described above may be modified as the semester progresses, but the overall weight of the class of assignments towards the final grade will not.

Your final grade will be calculated using the following percentages:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparedness and participation</td>
<td>8%</td>
</tr>
<tr>
<td>Glossary</td>
<td>13%</td>
</tr>
<tr>
<td>Module Assignments</td>
<td>6%</td>
</tr>
<tr>
<td>Reflective Paper</td>
<td>8%</td>
</tr>
<tr>
<td>Final project</td>
<td>35%</td>
</tr>
</tbody>
</table>

Class Policies

Attendance
Every three unexcused absence lowers your class grade by one full letter grade. This applies to performance attendance as well. An excused absence is an absence discussed with the instructor in advance, and could stem from health issues, family, and other extenuating circumstances. In the case of 'sick days', they may be rendered excused ex post facto by a note from student health services or other medical professional.

Late Assignments:
Work must be handed in at the time it is due. Assignments received later than the deadline established in the calendar will not receive credit.

Religious Observances
I will make every reasonable effort to accommodate the religious observances, practices, and beliefs of individuals in regard to class attendance, and the scheduling of quizzes and assignments. In accordance with University policy, I ask that students who intend to be absent from class in order to observe a religious holy day notify me of this intention during the first week of the semester.

The student will be held responsible for any material covered during the excused absence, but will be permitted a reasonable amount of time to complete any work missed. As far as practicable, major assignments have not been scheduled on a major religious holy day.
Academic Integrity:

All course instructors support the GW Code of Academic Integrity, and expect that all participants in this course are familiar with, and will abide by, this Code. It states: “Academic dishonesty is defined as cheating of any kind, including misrepresenting one's own work, taking credit for the work of others without crediting them and without appropriate authorization, and the fabrication of information.” For the remainder of the code, see: http://www.gwu.edu/~ntegrity/code.html. Any breach of this Code in work submitted for this course will result in a failing grade in the course and may lead to further disciplinary measures through University governance.

GW Resources Outside of the Classroom

DISABILITY SUPPORT SERVICES (DSS)

Any student who may need an accommodation based on the potential impact of a disability should contact the Disability Support Services office at 202-994-8250 in the Marvin Center, Suite 242, to establish eligibility and to coordinate reasonable accommodations. For additional information please refer to: http://gwired.gwu.edu/dss/

UNIVERSITY COUNSELING CENTER (UCC) 202-994-5300

The University Counseling Center (UCC) offers 24/7 assistance and referral to address students' personal, social, career, and study skills problems. Services for students include:
- crisis and emergency mental health consultations
- confidential assessment, counseling services (individual and small group), and referrals
http://gwired.gwu.edu/counsel/CounselingServices/AcademicSupportServices

Security:

In the case of an emergency, if at all possible, the class should shelter in place. If the building that the class is in is affected, follow the evacuation procedures for the building. After evacuation, seek shelter at a predetermined rendezvous.