

Pick up a writing prompt—your first assignment has begun!

# Mu 101: Introduction to Music

Instructor: Dr. Alice Jones

Queensborough Community College, Spring 2020

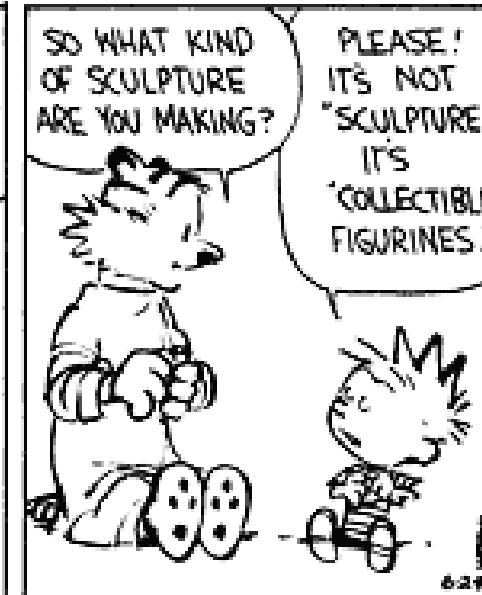
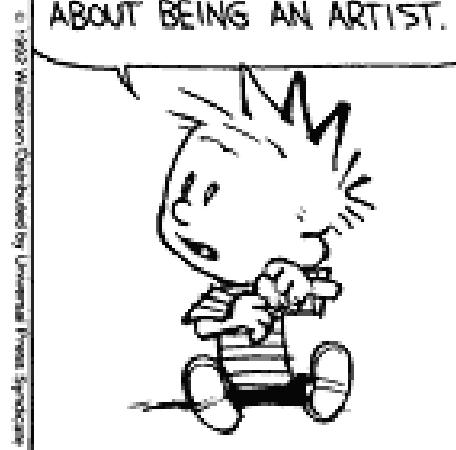
Sections M1 (Mondays 6:10-9), C3A (Wednesdays 9:10-12), H3A  
(Wednesdays (2:10-5)



IF YOU WANT TO INFLUENCE  
PEOPLE, POPULAR ART IS  
THE WAY TO GO. MASS MARKET  
COMMERCIAL ART IS THE  
FUTURE.



BESIDES, IT'S THE ONLY  
WAY TO MAKE SERIOUS MONEY  
AND THAT'S WHAT'S IMPORTANT  
ABOUT BEING AN ARTIST.



# Welcome to Music 101!

- I'm glad that you are a part of our classroom community. Thank you for sharing your time and growth with us.
- One-minute intros
  - Your name (what we should call you)
  - One word describing how you're feeling right now
  - Something that you're curious about / A question you have



# Classroom norms / Our Community Asks

- What do you need (from me, from your classmates) to get the most out of class?
- Think about a favorite class you've taken. What made it special?
- Think about a least favorite class you've taken. What made it awful?
- What is one think you'd like to ask Dr. J.? (personal, professional, etc.)



6 writings: soundscape, attending a classical music concert, creating music criticism, creating primary source documents, assignments designed by you

Writing Portfolio

Intro  
-Elements  
-Periods in music history

Peer critique #1

Contextualization  
-How is music made?  
-By whom?  
-How do people talk about it?

Peer critique #2

Selected topics in music of the 20<sup>th</sup> and 21<sup>st</sup> centuries

In-class discussion: Aesthetics

Classical music right now

Final class discussion

Online discussions, in-class essays, in-class readings

Exam 1

Exam 2

January

February

March

April

May

# Grading in Mu 101

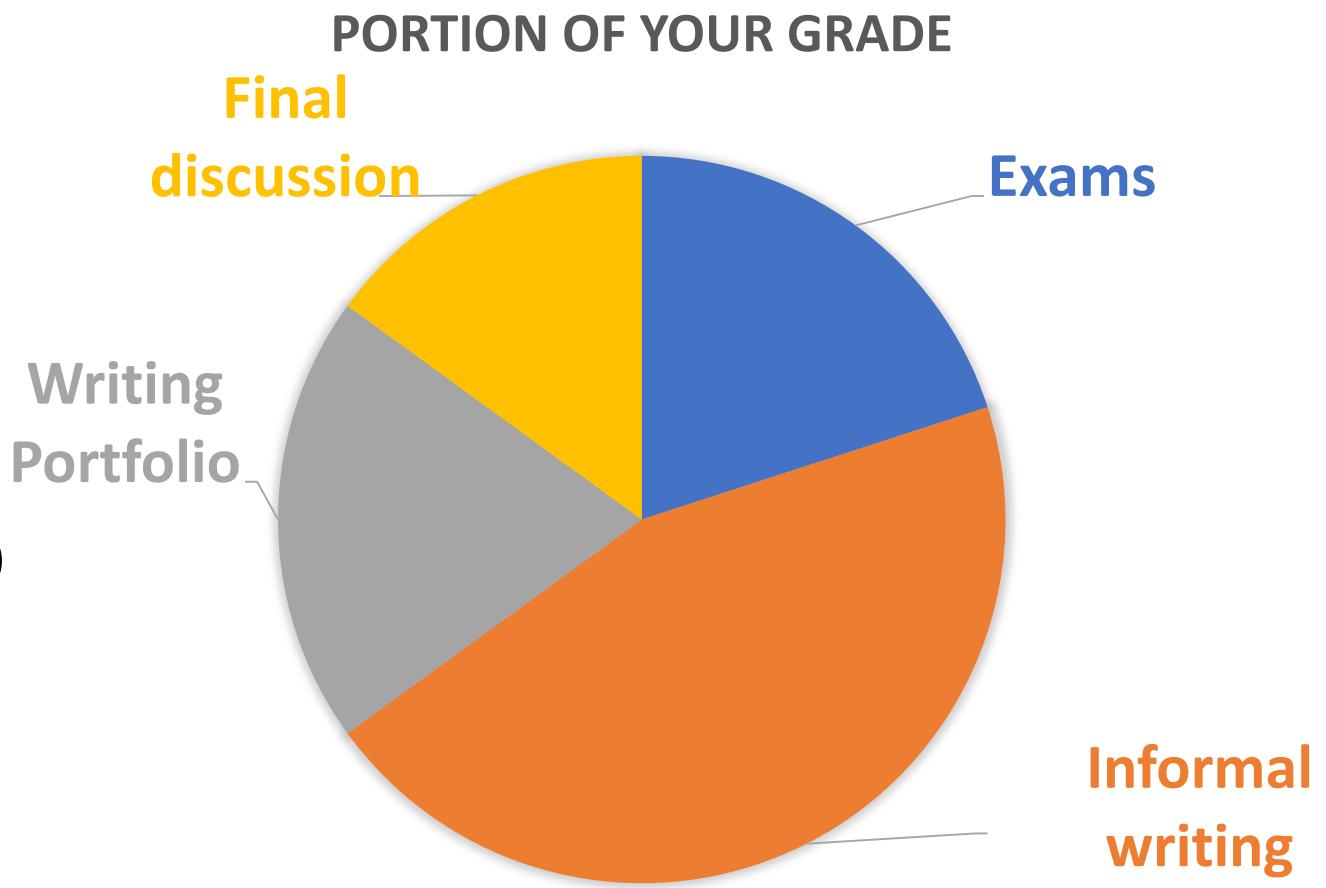
**20% Exams (take-home):** Demonstrate that you've acquired basic factual knowledge

**45% Informal writing:** Take risks and practice your skills (C/NC grading – complete at least 21 total, with one from every category)

- In-class essays (10)
- In-class readings and discussions (5)
- Student-to-student online discussions (12)
- In-class student-led discussions (2)
- Peer critique sessions (2)

**20% Writing Portfolio:** Refine 6 assigned writings, display what you've learned

**15% Final discussion/project and reflective writing**



# Music 101: My expectations

- I am a guide to help you ask and answer hard questions about yourself and the world of music
- You will treat me, this classroom, and each other with respect
- You are adults who are smart, competent, and capable—talk to me before something goes wrong
  - You have chosen to be here
  - You have obligations and responsibilities in your lives
  - Leave time to ask for clarification/help and to mess up and recover
- Different aspects of this class will be difficult for different people, and everyone can improve their skills
- We'll listen to a lot of music this semester
- The best way to succeed in this class is to applying yourself as intently and honestly as you can to every opportunity provided you

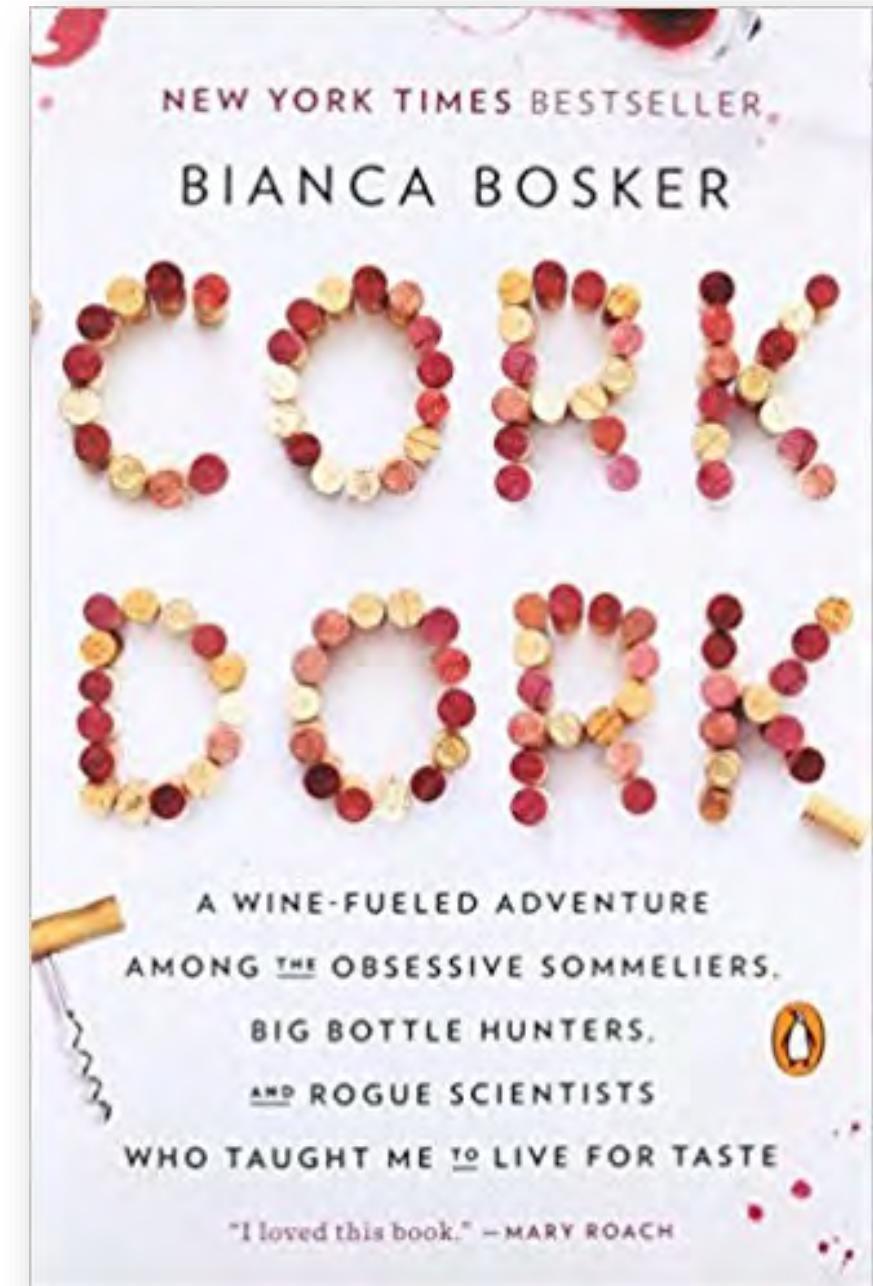
# Soundscape

## Key takeaways

- Sound can be regarded in many ways, depending on who's listening and how
- We can expand and deepen interpretation of what we hear, and that changes our relationship with the world around us
- You will complete and write about additional soundscape activities for Writing 1 (due M Feb 24 / W Feb 26)

# Why study music?

- Bianca Bosker, *Cork Dork* (2017)
  - Connections across different disciplines often come in surprising places
  - Reading for content and style
  - You are in a conversation with an author every time you read



# Listening for differences and details



 Ke\$ha, *We R Who We R* (2010)



The Weeknd, *The Hills* (2015)



Franz Schubert, *Die Forelle* (1817)



 Anonymous, *Kyrie eleison*



Orlando di Lasso, Kyrie eleison from *Missa Bell' Amfitriti, altera* (1610)



Simon and Garfunkel, *Scarborough Fair* (1966)

# In-class writing: One way to think about musical meaning



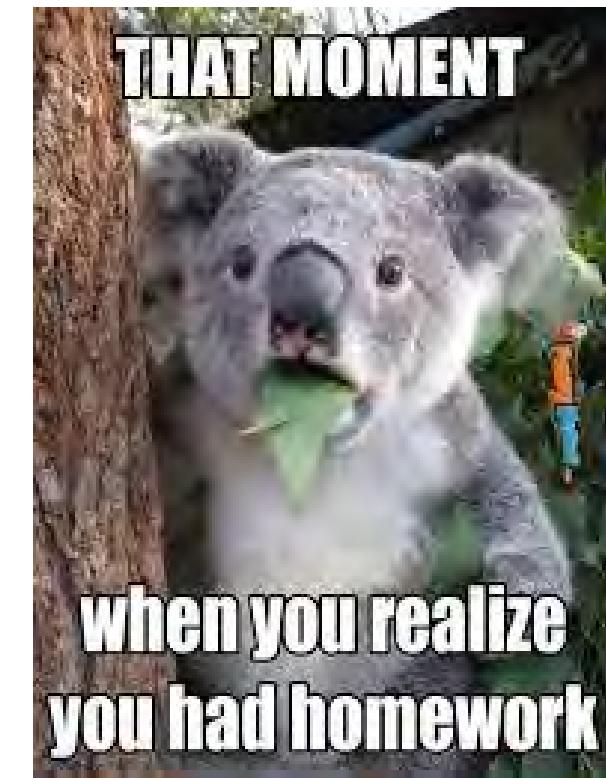
Musicology – the study (*-ology*) of music, what it is, and what it means

- What are some stereotypes you hold about classical music? What comes to mind for you when classical music is played or when someone mentions “classical music”?
- What’s your favorite kind of music? What are some stereotypes that *other people* hold about your favorite kind of music?

# Homework

Study tip: Add our due dates into your day planner or calendar app!

- Assigned reading is available online
  - Syllabus and course calendar
  - Soundscape, music and the brain, music and culture, melody
  - Expect a reading-based essay at the start of class
- Good weekly habit: Review lecture notes and previous assigned reading the day *after* class
- Accept the 2 different invitations to WordPress: the class website and the website for this section of Mu 101
- Participate in Online Discussion #1 “Myths, misconceptions and learning” (Jan 27-Feb 2)
  - Email me your username (music.drjones@gmail.com)
  - Online Discussion #2 starts M Feb 3
- Writing 1 due M Feb 24 / W Feb 26
- Have a great week!



End quiz – You don't need to write the questions, just the answers

1. When can you start participating in Online Discussion #1?
  - a) Today
  - b) Tomorrow
  - c) Next Monday
2. Everyone hears in the same way.
  - a) True
  - b) False
3. What's something that surprised you in today's class?