



**Department of Music**

**MUH1000 Introduction to Music**

**2 Units**

Spring 2025

<b>Meeting Time: Monday 2:55-3:50</b>	<b>Dr. Victor Labenske</b>
	<b>Phone (cell): 619-602-1690</b>
<b>Meeting location: CM128</b>	<b>E-mail: vlabensk@pointloma.edu</b>
<b>Final Exam: M 5/1, 1:30-4 PM</b>	<b>Office location and hours: CMC 214</b>
	M 2-3 Tu 9:30-10, 11-11:30, 2:30-3 W 10:45-11, 2-2:30 Th 9:30-10, 2:30-3 F 10:30-11 We might also arrange to meet over lunch (Tu, Th, F)

### **PLNU Mission**

#### **To Teach ~ To Shape ~ To Send**

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

### **General Education Mission**

PLNU provides a foundational course of study in the liberal arts informed by the life, death, and resurrection of Jesus Christ. In keeping with the Wesleyan tradition, the curriculum equips students with a broad range of knowledge and skills within and across disciplines to enrich major study, lifelong learning, and vocational service as Christ-like participants in the world’s diverse societies and culture.

### **GE Learning Outcomes**

MUH 1000 strives to meet the following GE learning outcome: 2B 2b. Students will understand and appreciate diverse forms of artistic expression.

(See GE [courses and assessment plan](#) and [List of GELOs](#))

You will choose one Concert Report to resubmit as a Signature assignment for this course.

### **Unique Aspect of Summer Study Abroad Trip**

This section of MUH1000 carries an added fee to cover a 3-week summer study abroad trip to London, Paris, Venice and Vienna.

Trip fee includes:

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- local transportation in cities we visit
  - train tickets between cities
  - Eurostar train pass from London to Paris
  - lodging
  - daily meal budget
  - admission to museums, concerts and other required attractions
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### Trip fee does not include:

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- flight to London, England, where our trip begins
  - flight home from Vienna, Austria, where our trip concludes
  - add on days, should you choose to arrive early or stay later
  - souvenirs
  - extra expenses
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### **Course Description**

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This course is designed to provide a framework for students to establish an understanding and appreciation of Western art music. Throughout the course, students will be introduced to foundational concepts and compositions that have shaped the musical landscape.

### **Student Learning Outcomes**

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- **Engagement with Live Performance:** Students will be able to evaluate and articulate personal experiences through attending live concerts.
- **Historical Perspectives:** Students will be able to demonstrate an understanding of historical/cultural perspectives about the music.
- **Music Concepts:** Students will be able to recognize and describe basic music concepts (such as form, harmony, melody, and rhythm) using correct terminology.

**Outcomes will be measured for concert reports using the rubric attached near the end of the syllabus.**

### **Additional outcomes for Global Study**

- **#1 Sites...** Students will visit sites important in the development of Western music history, gaining primary source information about composers' lives and work places as demonstrated by successful completion of written concert reports which will include unique and specific aspects relating to the venue of the concert or exhibit.
- **#2 Local culture...** Students will engage the local culture in the cities visited, helping them gain a broader view of the world as demonstrated by a reflection essay describing specific interactions with locals and insights gained into the culture.
- **#3 Awareness of the other...** Students will learn to respect differences between assumptions made by Europeans and U.S. Americans as demonstrated by a reflection essay describing assumptions made by Americans and Europeans in their culture and about each other.

### **Methods Used in This Course**

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Students enrolled in MUH 1000 will achieve the objectives of the course through multiple methods:

- Class attendance, discussion and participation, and listening exercises
- Listening to and engaging assigned recordings both in and out of class
- Concert attendance at four approved concerts (during summer trip).
- Completion of insightful concert reports (during summer trip).

## Required Texts and Recommended Resources

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### Required

- Clark, N. Allen, et al. *Understanding Music: Past and Present*. U of North Georgia Press, n.d.
- YouTube Playlists provided on Canvas

### Listening

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The principal homework for this class is to listen to and memorize our assigned recordings. The following are some suggestions on how to memorize this music effectively.

- Listen and engage multiple times each day (a minimum of 30 minutes per day)
- Create a “system” to help you identify compositions (Flash Cards, Excel Document, iTunes Labels)
- Listen and view multiple performances of assigned works
- Take notes in class (to keep track of time periods and composers)

For each full-length piece, you should be able to identify the composition’s name, composer, and time period after listening to as little as 30 seconds from anywhere within the piece.

### Assessment and Grading

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Students will be evaluated according to the categories below:

Category	Percentage
Class Participation and Quizzes	50%
Concert Reports	20%
Midterm Exam	15%
Final Exam (Cumulative)	15%

Grading for this course is on a fixed scale:

PERCENTAGE	GRADE	PERCENTAGE	GRADE
100-93	A	76.9-73	C
92.9-90	A-	72.9-70	C-
89.9-87	B+	69.9-67	D+
86.9-83	B	66.9-63	D
82.9-80	B-	62.9-60	D-
79.9-77	C+	Below 60	F

### Concert Attendance Policy

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Attendances at live concerts help students to gain a greater understanding of the complexities of this art form to help you experience how live performance enriches musical understanding and appreciation.

- You are asked to attend a **minimum four concerts (in their entirety)** during the summer trip.

### Concert Reports

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You will complete 4 concert reports on our summer trip.

Requirements:

- Attend approved concert
- Take a picture of you in the hall **with the program** (Off-campus requires a picture of your ticket).
- Prove that you understood and engaged in the entire concert experience
- College Level, Typed reflection (3-4 paragraphs / 400-500 words)
- Include a proper heading.
- Submit on Canvas by due date.
- Review rubric to ensure full credit.

Submit a single Microsoft Word.docx file (or a Google doc file) with your and reflection.

Your reflection (3-4 paragraphs: 400-500 words) should reference:

- Overall impressions (Let me know what your experience was like)
- Reaction to the program, including first and last piece on the program (how did the music make you feel?)
- Comments should be insightful and make your attendance evident
- Utilize musical terms and concepts from our class
- Additional thoughts, insights, and comments on the topics covered in class

## CONCERT REPORT RUBRIC

Criteria	Ratings				Pts
Photograph	<b>35.0 pts</b> Good quality, program/ ticket (when applicable), clearly taken in the concert hall, inserted in main Word doc	<b>26.0 pts</b> Weak in one of the following: Good quality, program/ ticket (when applicable), clearly taken in the concert hall, inserted in main Word doc	<b>16.0 pts</b> Weak on two or more: Good quality, program/ ticket (when applicable), clearly taken in the concert hall, inserted in main Word doc	<b>0.0 pts</b> No Photo	35.0 pts
Outcome Organization & Content	<b>25.0 pts</b> Depth of thought supported by relevant supportive evidence; provides clear ideas.	<b>20.0 pts</b> Ideas are fairly well explained & supported; limited details.	<b>15.0 pts</b> Ideas are not fully explained or supported; limited details.	<b>0.0 pts</b> Ideas are unclear and/or undeveloped	25.0 pts
Musical Concepts	<b>20.0 pts</b> Musical concepts are fully integrated into the report. Connects to class topics & literature.	<b>16.0 pts</b> Musical concepts are integrated into the report. Mostly connects to class topics & literature.	<b>10.0 pts</b> Musical concepts are not integrated into the report. Loosely ties to class topics & literature.	<b>0.0 pts</b> Report does not address musical concepts	20.0 pts
Grammar	<b>10.0 pts</b> Error-free. Reflects clear understanding and thorough proofreading	<b>8.0 pts</b> Some errors in grammar and/or formatting that do not interfere with clarity.	<b>6.0 pts</b> Multiple grammatical and stylistic errors.	<b>0.0 pts</b> Obvious lack of proof reading	10.0 pts
Word Count	<b>10.0 pts</b> Contains appropriate word count of 400-500 words.	<b>8.0 pts</b> Is slightly over or under length expectation (+/- 50 words)	<b>6.0 pts</b> Is over or under length expectation (+/- 100 words)	<b>0.0 pts</b> Is inadequate or excessive in length (+/- <100 words)	10.0 pts
Total Points: 100.0					

## **Course Schedule**

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- 1/13 Music Fundamentals (Chapter 1)
- 1/27 Medieval Era (Chapter 2)
- 2/3 Renaissance Era (Chapter 3)
- 2/10 Baroque Era (Chapter 4)
- 2/17 Classical Era (Chapter 5)
- 2/24 Romantic Era (Chapter 6)
- 3/3 20<sup>th</sup> Century/Popular Music (Chapter 7-8)
- 3/10 Spring Break
- 3/17 Midterm Review
- 3/24 Midterm Exam
- 3/31 London
- 4/7 Paris
- 4/14 Venice
- 4/21 Easter break
- 4/28 Vienna/Final trip preparations/Final Review

## GE learning Outcomes Rubric for MUH1000

Item	Exemplary	Proficient	Developing	Initial
Students will be able to evaluate and articulate personal experiences through attending live concerts.	The paper eloquently evaluates the author's meaningful engagement with the event and with the music.	The paper shows some engagement with the event and with the music.	The paper does not make it perfectly clear that the author attended the event, or it shows little engagement.	The paper provides no convincing evidence that the author actually attended the event.
Students will be able to recognize and describe basic music concepts (such as form, harmony, melody, and rhythm) using correct terminology.	The paper integrates correct music terminology and savvy musical understanding in a detailed description of the music itself.	The paper adequately describes the music itself using mostly correct terminology.	The paper describes at least some of the music itself with a small amount of success.	The paper contains very little successful description of the music itself.
Students will be able to demonstrate an understanding of historical/cultural perspectives about the music.	The paper thoroughly and accurately synthesizes historical/cultural perspectives about the music.	The paper adequately describes historical/cultural perspectives about the music.	The paper describes historical/cultural perspectives about the music with a small amount of success.	The paper contains very little successful description of historical/cultural perspectives about the music.

### Final Examination Policy

Successful completion of this class requires taking the final examination on its scheduled day. The final examination schedule is posted on the [Traditional Undergraduate Records: Final Exam Schedules](#) site. If you find yourself scheduled for three (3) or more final examinations on the same day, you are authorized to contact each professor to arrange a different time for one of those exams. However, unless you have three (3) or more exams on the same day, no requests for alternative final examinations will be granted. **Note:** This note is relevant to the following two sections: Content Warning and Trigger Warning. These sections provide suggested syllabus components for courses that may contain uncomfortable or potentially triggering content or discussions.

### Content Warning

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive various types of information. In [class name], all of the class content, including that which may be intellectually or emotionally challenging, has been intentionally curated to achieve the learning goals for this course. The decision to include such material is not taken lightly. These topics include [list topics]. If you encounter a topic that is intellectually challenging for you, it can manifest in feelings of discomfort and upset. In response, I encourage you to come talk to me or your friends or

family about it. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of [subject/major], and I will support you throughout your learning in this course.

### **Trigger Warning**

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive several types of information. In [class name], we will cover a variety of topics, some of which you may find triggering. These topics include [list topics]. Each time this topic appears in a reading or unit, it is marked on the syllabus. The experience of being triggered versus intellectually challenged are different. The main difference is that an individual must have experienced trauma to experience being triggered, whereas an intellectual challenge has nothing to do with trauma. If you are a trauma survivor and encounter a topic in this class that is triggering for you, you may feel overwhelmed or panicked and find it difficult to concentrate. In response, I encourage you to take the necessary steps for your emotional safety. This may include leaving class while the topic is discussed or talking to a therapist at the Counseling Center. Should you choose to sit out on discussion of a certain topic, know that you are still responsible for the material; but we can discuss if there are other methods for accessing that material, and for assessing your learning on that material. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of [subject/major], and I will support you throughout your learning in this course.

### **Incompletes and Late Assignments**

**Note:** You may use, revise, or delete this section as needed for your course.

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Incompletes will only be assigned in extremely unusual circumstances.

### **Spiritual Care**

Please be aware PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith.

If you have questions, a desire to meet with the chaplain or have prayer requests you can contact your professor or the [Office of Spiritual Life and Formation](#).

### **State Authorization**

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization](#) to view which states allow online (distance education) outside of California.

### **PLNU Copyright Policy**

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.]

**PLNU Recording Notification** In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel.



Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

### **PLNU Academic Honesty Policy**

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. For all student appeals, faculty and students should follow the procedures outlined in the University Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

### **Artificial Intelligence (AI) Policy**

**You are not allowed to use AI to generate your concert reports.** You are allowed to use Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini Pro 1.5, GrammarlyGo, Perplexity, etc) to generate ideas, but you are not allowed to use AI tools to generate content (text, video, audio, images) that will end up in any work submitted to be graded for this course. If you have any doubts about using AI, please gain permission from the instructor.

### **PLNU Academic Accommodations Policy**

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center ([EAC@pointloma.edu](mailto:EAC@pointloma.edu) or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines allowed accommodations. The EAC makes accommodations available to professors at the student's request.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course. Accommodations are not retroactive so clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any special accommodations.

### **Language and Belonging**

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or

national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

If you (or someone you know) have experienced a bias incident regarding language, you can find more information on reporting and resources at [www.pointloma.edu/bias](http://www.pointloma.edu/bias).

### **Sexual Misconduct and Discrimination**

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the Title IX Office

at [pointloma.edu/Title-IX](http://pointloma.edu/Title-IX). Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at [counselingservices@pointloma.edu](mailto:counselingservices@pointloma.edu) or find a list of campus pastors at [pointloma.edu/title-ix](http://pointloma.edu/title-ix).

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources at [www.pointloma.edu/bias](http://www.pointloma.edu/bias)

### **PLNU Attendance and Participation Policy**

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an "F" grade.

### **Loma Writing Center**

The Loma Writing Center exists to help all members of the PLNU community cultivate transferable writing skills to engage their academic, professional, personal, and spiritual communities. We work toward this goal by conducting one-on-one consultation sessions, supporting writing education across the PLNU community, and participating in ongoing writing center research. Getting feedback from the Loma Writing Center while you're in the process of working on an assignment is a great way to improve the quality of your writing and develop as a writer. You are encouraged to talk with a trained writing consultant about getting started on an assignment, organizing your ideas, finding and citing sources, revising, editing for grammar and polishing final drafts, and more. For information about how to make in-person or online appointments, see [Loma Writing Center webpage](#) or visit the Loma Writer Center on the first floor of the Ryan Library, room 221.

- Appointment Calendar: <https://plnu.mywconline.com/>
- Website: <https://www.pointloma.edu/centers-institutes/loma-writing-center>
- Email: [writingcenter@pointloma.edu](mailto:writingcenter@pointloma.edu)