

2008 J-TERM COURSE SYLLABUS

A. Course Identification

Program Code & Course Number: Communication and Fine Arts LMUS 100:01

Course Title: Sound, Setting and Significance: Sacred and Secular Soundscapes

Meeting Days, Times & Location: January 3 through January 23, M-F, plus January 6, 12 & 19.

Daily lecture/discussion sessions: 9:00 – 11:30AM; 1:30 – 4:00PM, M-TH. F: 9:00-11:30 only.

Dates when students will be off campus: January 6, 12 and 19.

Prerequisite(s) (courses, permission of instructor, etc.): None.

Course Fee: \$85.00 This fee covers transportation, admission and guest lecturer fees.

An additional small cost for each student is explained in **E. 3** below.

Enrollment: minimum 8 – 10; maximum 16 – 20. NOTE: Once 10 students have registered, a minimum of 6 more students must enroll to allow more than 10 to participate.

This course is a General Education Elective Course, offered once every three years, for 3 credits.

B. Instructor Information

Name: Roy W. Carroll

Office Number and Location: Visitation 134

Office Phone Number/Extension: 588-7158

E-mail address: roy.carroll@loras.edu

The best way to reach me outside of class time: email or 588-7158

C. Course Materials and Resources

Required Texts: 1. “Soundscapes” by Kay Shelemay. 2. “The Story of Christian Music”

D. Course Objectives

1. SOUND: To grow a common vocabulary to express the following common components of music: *quality* of sound(timbre or color); *intensity* of sound(volume); *pitch*(frequency of vibration-high & low, melody & harmony); *duration*(temporal aspects such as rhythm and meter); *texture* and *form*.
2. SETTING: To explore how sound is shaped by its physical *setting*, personnel and context.
3. SIGNIFICANCE: Combining the impact of items 1 and 2 immediately above, to develop more discerning listening skills and a greater awareness of the *significance* of music in human culture and experience.

E. Learning Outcomes, Assessment, and Grading

1. Through the creation of event-specific papers incorporating the vocabulary cited in the Course Objectives above, students will be required write essays describing, comparing and synthesizing the following three distinct soundscapes and events:
 - A. January 6: Any one of three Epiphany Celebrations in Dubuque (A)Chapel of Christ the King, Loras College; (B)Loeche Chapel, Wartburg Theological Seminary; (C)St. Raphael’s Cathedral.

- B. January 12: "A Family Affair" Concert Venue - Oster Regent Theatre, Cedar Falls, IA. Phillip Wharton Residency with Waterloo-Cedar Falls Symphony. 7:30PM
- C. January 19: "St. Lawrence String Quartet" - Chamber Music Concert. Gallagher-Bluedorn Center for the Arts – Cedar Falls, IA. 2:00PM

The class preparation for each of these events will include reading and research directed toward the particular event, location and musics involved; i.e., why is the event taking place, where is it taking place, who is involved, etc.

- 2. Limited to only 1 hour per evening, the students will be required to journal a total of 8 hours of intentional television viewing between 6:00PM and 10:00PM from a combination of the following dates: January 6 through 10, and January 13 through 17, inclusive. The "soundscape" rubrics developed on January 3 and 4 will serve as guide for the journal descriptions of the music which accompanies the program(s) of their choosing. Of the 8 hours total viewing period, 4 hours must be drawn from Public Television broadcasts.
- 3. During the 3 weeks of the class, but between January 5 and January 20, each student will be required to attend one local (DBQ) movie theatre outside of class time, and then using the soundscape rubric developed in class, write a journal essay describing the music used in the film and the soundscape experience in the theatre where and when they viewed the film. The student will be expected to pay the cost of admission to the movie theatre of their choice.
- 4. As a Final Assessment Project, the class will be divided into teams, each of which will create a class presentation project that gives evidence of their understanding of the interaction of sound, setting and significance. Such projects will include (but are not restricted to) the creative incorporation of appropriate music to accompany a storyline, "pitch" a product, or otherwise connect an event or place to, and with, music, creating an effective "soundscape."

Grade Determination: A grading rubric will be presented for each assignment, detailing what is expected for that particular assignment/project. Final grade determination will be determined using the following formula:

Part 1 above = 50%

Parts 2 & 3 above = 20%(10% each)

Part 4 above = 20%

Daily Attendance and participation in class discussion = 10%

F. Course Policies

Expectations for Class Attendance

Daily attendance is required, January 3 through 23, including events on January 6, 12, 19. Please reference the College Policy on Absences Related to College Recognized Activity

Expectations for Student Conduct Off Campus

Loras College students participating in January term courses are expected to conduct themselves in accordance with the policies and guidelines put forth in the student handbook.

Academic Dishonesty

Please reference the new College Policy on Academic Honesty

Learning Disabilities

If you have a documented disability requiring academic adjustments for this class, please contact the Learning Disabilities Center at x7134 and make an appointment with a staff member to review your documentation and to determine appropriate, reasonable accommodations. Following the meeting, please make an appointment with me to discuss your accommodation request in light of the course requirements. You may self-disclose and request an academic adjustment any time during the semester. However, I strongly recommend that you do so as soon as possible because accommodations are not provided retroactively and adequate lead-time is required.

Counseling Center (this is recommended by the Counseling Center)

Counseling: Having problems with classes, life love or whatever? Call 588-7085 for an appointment or visit <http://inside.loras.edu/sites/counseling/default.aspx> for more information. **When should you seek counseling?** Often students enter the counseling process by saying, "I don't know if I really need to be here, but ..." Here are some of the reasons that people come to counseling:

We work with students who are having problems with school, from specific problems such as difficulty with certain types of classes to lack of motivation; insecurity about what to choose for a career; difficulties with college life, such as conflict with roommates, feeling lonely or having trouble "fitting in"; problems with romantic relationships or questions concerning sexuality; troubles at home that cause stress at school; as well as more common emotional issues like feeling tense, stressed, anxious, irritable, or depressed. We help students who are having current difficulties because of past problems like sexual or physical abuse or incest. We also help with students who are concerned about alcohol or drug use, dealing with eating problems, are experiencing difficulty grieving about a loss or are dealing with a crisis in their lives such as experiencing sexual harassment or other kinds of discrimination.

G. Course Calendar

Daily lecture/discussion sessions: 9:00 – 11:30AM; 1:30 – 4:00PM, M-TH. F: 9:00-11:30 only.
January 3 – 4. Introduction to Soundscape Concept: Sound, Setting and Significance.
January 6. Attend Epiphany Celebration/Observances Location/Time TBA
January 7 – 11. Continue Soundscape development; preparation for 1/12 event.
January 12. Trip to Cedar Falls – Concert in Evening. Oster Regent Theatre.
January 14-18. Begin formation of Final Project; preparation for 1/19 event
January 19. Trip to Concert Venue in Cedar Falls – Gallagher-Bluedorn Center for the Arts.
Daily classroom lectures and discussions, especially in the first three days will focus on the development of an understanding of the components of what constitutes a soundscape, and preparing for the Epiphany Celebrations/observations. Weeks two and three will draw upon that understanding, but the emphasis will turn more toward an exploration of the music to be encountered at the venues in Cedar Falls, and the formation/preparation of the various Final Class projects. Television and Cinema projects are included and schedule as noted above in Outcomes.

H. Bibliography or Supplemental Material

Information.

I. Disclaimer

All contents of this syllabus are subject to instructor review and may change as needed at any time. Every reasonable effort will be made to be fair to all concerned should such changes need to occur.