

**University of Central Florida
Department of Music**

**MUH 3211 Music History & Literature I
Fall 2013**

Journal & Participation Guidelines

Description

You accrue points toward your course grade through class participation and weekly journal essays. Consult the syllabus for details on points accrual.

Webcourses@UCF Weekly Journals

- Weekly essay of 250-300 words on assigned essay question
- Submitted electronically in webcourses2
- Proper use of the English language (complete sentences, subject/verb agreement, grammar, spelling, punctuation/syntax, etc.) will count in the essay scoring.
- Each essay is worth up to ten (10) points
- Consult course schedule for due dates. Late submissions will have points subtracted; submissions after the completion of the module will not be accepted
- You may (should) consult the course resources (text, listening examples, anthology, lecture slides) in preparing your essay
- The rubric below will be used to evaluate your weekly journal and determine how many points you accrue.

Weekly Journal Evaluation Rubric

Journal Essays	Excellent (8–10 Points)	Good (5–7 Points)	Fair (1–4 Points)
Knowledge of basic terminology and nomenclature to discuss Western Art Music from Antiquity until 1750	Use at least five (5) musical terms correctly and appropriately	Use at least three (3) musical terms correctly and appropriately	Use at least one (1) musical term correctly and appropriately
Development of critical listening skills applicable to all types of music	Demonstrate highly developed listening skills in perceiving aural aspects of the composition	Demonstrate a degree of listening skills in perceiving aural aspects of the composition	Demonstrate minimal listening skills in perceiving aural aspects of the composition
Familiarity with important Western Art Music composers, compositions, and stylistic traits from Antiquity until 1750	Demonstrate full familiarity with the composition/composer discussed and communicate that familiarity effectively	Demonstrate some familiarity with the composition/composer and demonstrate it with some effectiveness	Demonstrate minimal familiarity with the composition/composer and demonstrate it with some effectiveness
An understanding of Western Art Music's social and cultural context from Antiquity until 1750	Demonstrate a profound or deep understanding of the composition's or composer's social/cultural context	Demonstrate some understanding of the composition's or composer's social/cultural context	Demonstrate minimal understanding of the composition's or composer's social/cultural context

Classroom Participation: Minute Memos

On most class days you will be asked sometime during the class to write and turn in to the instructor a brief statement, in-class assignment, or question, called a **Minute Memo**, regarding that day's topic. The statements will vary, but examples include the following:

1. What did you learn in today's class that you did not know before?
2. Please comment about anything in today's class with which you are confused or uncertain and would like clarification.
3. Describe anything in particular about the music we heard today that you liked or disliked.
4. How can you use what you learned today to help you in ensembles, lessons, your own performance, or other music classes?
5. Is there any aspect of today's content that you would like to see explored in more detail or additional examples given?

Your Minute Memos need not be extensive but should have complete sentences. A sentence or two is usually all that is necessary. You will sign and turn in your statements at the end of that day's class period.

I will use your Minute Memos to clarify or amplify areas that are causing confusion or uncertainty. You will accrue class participation points based upon the number of Minute Memos you submit for that module. See the rubric below for details on accruing points.

Other Information on Minute Memos

1. Minute memos may be submitted only in class. I will accept no Minute Memos after class is dismissed.
2. You may not submit a Minute Memo for another student. Doing so constitutes academic dishonesty and will result in severe consequences.

Minute Memo Rubric

If you _____ Minute Memos for a module	then you _____.
submit all	accrue 10 points
submit all but one (1)	accrue 9 points
fail to submit two (2)	accrue 8 points
fail to submit three (3)	accrue 6 points
fail to submit four (4)	accrue 4 points
fail to submit five (5)	accrue 2 points
fail to submit more than five (>5)	accrue 0 points