Instructor:  David V. Moskowitz, Ph.D.  Office:  124 CFA
Office phone:  677-5716   Email:  dmoskowi@usd.edu
Semester:  online/summer   Office hours: N/A
Number of credits:  3   Do not contact the music office, contact me directly.

Required textbook:

**Course Objectives**
MUS 739 ROMANTIC MUSIC LITERATURE FOR EDUCATORS
Detailed analytic study of styles, literature and performance practice in the Romantic Era.  
This course will be a concentrated survey of Western music between about 1800 and 1900 with special emphasis on the development of musical style and the role of music in society.  
Additional emphasis will be placed on composer biographies, primary music sources from the period, and music performance during the period.

Specifically, after completing this course students will be able to:
- understand the various composer biographies, genres of music, and performance practices in Western Art Music in the period between 1800 and 1900
- identify the music of these composers by ear
- identify the music of these composers in score (music notation)
- compare and contrast the styles of the major composers of the period

**Instructor’s Statement:**
Contained here you will find the essential information for this course.  Included in the syllabus are statements about course expectations, modes of communications, types of activities (assignments), and a schedule for each day of the course. Please remember that the learning environment of this course is Desire2Learn. A direct link to D2L is (http://d2l.sdbor.edu) and you will typically access D2L through your USD Portal login (http://my.usd.edu).

The easiest way to contact me is via the email address listed above.  If you have a question, concern, or comment on the course please email and I will respond within 24 hours. Also, please treat email correspondence with the appropriate care; only email me as the professor in your course.  For information about the university's technical, academic, and student support services, as well as how to take advantages of these services, please refer to the Online Student Handbook (http://www.usd.edu/~media/files/usd-online/online-orientation-guide.ashx). This document also contains important information pertaining to minimum technology requirements, registration information, as well as other university services and policies.  Further assistance is available at the IT Student Help Desk:  http://www.usd.edu/technology

**Course Points**
Introduction Discussion Post  20
Attendance  30
Midterm  100
Final  100
Total  200 points
All grades in this course are based on straight percentages:  90-100% = A, 80-89% = B, etc.
Course Expectations
This is a two credit hour, graduate-level course. As such, your consistent commitment to learning the course material is expected. The South Dakota Board of Regents defines a credit hour as one hour of in-class activity, and two hours of out-of-class work. To that end, you should expect to invest around 15 hours per week reading the textbook, taking notes, reading the chapter outlines posted on D2L, and studying for the exams.

Responsibility of the Instructor
Students are to receive, from the instructor, at the beginning of each course a written statement of course policy and requirements. This statement will include criteria for grading, attendance requirements, final examination date and student responsibilities related thereto, and any other special assignments, e.g., term paper or projects. The statement shall also include the office hours of the instructor which are regularly maintained during the academic term. A statement of course policy and requirements will be filed by each instructor with his/her department chair.

Attendance
Attendance is of the utmost importance. Attendance in the course is taken through D2L log in frequency. I require you to log in and work on course content at least once every 48 hours. Inconsistent log ins will result in the loss of attendance points for the course. Additionally, failure to log in for four consecutive days will result in instructor initiated drop from the course. Full attendance points are earned by logging in at least once every 48 hours and exhibiting engagement with the course material by reading the posted chapter outlines.

Exams
There will be two 100-point exams in this course. The first will take place half way through the course and the second will be during finals week. All exams will be delivered through D2L and will appear in the Course Calendar and the “Quiz” tool within the “Assessments” tab. Once you complete an exam, I will grade it and return it to you electronically via email within 48 hours. Additionally, I will then post your exam grade in the “Grades” tool within the “Assessments” tab.

Assessment of Exams
Each exam contains two sections. The first section tests listening recognition from a specified list. You will hear a listening example and then identify the following: composer, title, date, genre, feature of the work. All of this information is provided for you in advance through the review sheets and notes for the course. The second section of the exams contain short answer questions from the course content and are also listed on the review sheets (review sheets are posted in the “Content” tab along with the chapter outlines). The exams are delivered through D2L using Lockdown Browser (which prevents the test taker from clicking on windows outside the exam environment) and each exam is timed (you will have two hours to take each exam—listening and objectives sections combined). Once your exam is submitted, I will download your responses, grade and comment, and return to each student as an email attachment. The attachment will contain your exam grade and it will also be posted within the “Grade” tool in the “Assessments” tab.

Method of Information Delivery:
This course is delivered primarily through the online format. Regardless, I am available to you throughout the course with email response time of less than 24 hours: dave.moskowitz@usd.edu
**Freedom in Learning**
Under Board of Regents and University policy student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact the dean of the college or school that offers the class to initiate a review of the evaluation.

**Email Etiquette:**
When emailing professors or TAs, please remember to present yourself professionally at all times. Always include a proper greeting (Dear Dr. Simmons) and Salutation (Sincerely, Alicia). From the OWL Writing Lab:
There are a few important points to remember when composing email, particularly when the email's recipient is a superior and/or someone who does not know you.

- Be sure to include a meaningful subject line; this helps clarify what your message is about and may also help the recipient prioritize reading your email
- Just like a written letter, be sure to open your email with a greeting like Dear Dr. Jones, or Dear Ms. Smith:
- Use standard spelling, punctuation, and capitalization. THERE'S NOTHING WORSE THAN AN EMAIL SCREAMING A MESSAGE IN ALL CAPS. [Or an email written as if it is a text message.]
- Write clear, short paragraphs and be direct and to the point; professionals and academics alike see their email accounts as business. Don't write unnecessarily long emails or otherwise waste the recipient's time

Be friendly and cordial, but do not try to joke around (jokes and witty remarks may be inappropriate and, more commonly, may not come off).

Also, be aware that this policy extends to your responses to any/all discussion posts.

**Disability Accommodation**
Any student who feels s/he may need academic accommodations or access accommodations based on the impact of a documented disability should contact and register with Disability Services during the first week of class or as soon as possible after the diagnosis of a disability. Disability Services is the official office to assist students through the process of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with Disability Services must obtain a new accommodation memo each semester.

Please note: if your home institution is not the University of South Dakota but one of the other South Dakota Board of Regents institutions (e.g., SDSU, SDSMT, BHSU, NSU, DSU), you should work with the disability services coordinator at your home institution.

Ernetta L. Fox, Director
Disability Services, Room 119 Service Center
(605) 677-6389
Web Site: www.usd.edu/ds
E-mail: disabilityservices@usd.edu
Diversity and Inclusive Excellence
The University of South Dakota strives to foster a globally inclusive learning environment where opportunities are provided for diversity to be recognized and respected.

Academic Integrity
The University of South Dakota considers plagiarism, cheating, and other forms of academic dishonesty inimical to the objectives of higher education. The University supports the imposition of penalties on students who have been adjudicated to have engaged in academic dishonesty, as defined in the “Conduct” section of the University of South Dakota Student Handbook, and South Dakota Board of Regents policy 2-33 www.sdbor.edu/policy/Documents/2-33.pdf.

No credit can be given for a dishonest assignment. A student found to have engaged in any form of academic dishonesty may, at the discretion of the instructor, be:

a. Given a zero for that assignment.
b. Allowed to rewrite and resubmit the assignment for credit.
c. Assigned a reduced grade for the course.
d. Dropped from the course.
e. Failed in the course.

Plagiarism or cheating in ANY form will result in a failure for the course and additional disciplinary action through the university. Additionally, the exams in the course are the instructor’s property—students are NOT authorized to be in possession of MUS 73 exams in any form. Such possession will constitute cheating.
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