Course Name: Music Appreciation II/Musical Theater
Course Number: MUS 102
Term Offered: Winter 2018
Credits: 3
Instructor name: Dr. Allison Johnson
Instructor email: johnsall@oregonstate.edu

Course Description
This survey examines the history and evolution of Broadway musical theater, one of America's great indigenous art forms. Reflecting the influences of the cultural and social history of the United States, Broadway musical theater has grown into a mainstay of our musical culture as well as a hugely popular and influential phenomenon and industry.

Course Credits
The course combines approximately 90 total hours of instruction, online activities, and assignments for 3 credits. There is weekly reading and listening/viewing, weekly discussion boards and forums, and a final project.

Technical Assistance
If you experience any errors or problems while in your online course, contact 24-7 Canvas Support via chat, phone, or e-mail through the Help link within Canvas. If you experience computer difficulties, need help downloading a browser or plug-in, or need assistance logging into a course, contact the OSU Help Desk for assistance. You can call (541) 737-3474, email osuhelpdesk@oregonstate.edu or visit the OSU Computer Helpdesk online.

Learning Resources
Reading assignments will be provided on Canvas or will be links to journal articles online. The majority of reading will be from

• Showtime: A History of the Broadway Musical Theater by Larry Stempel and
• Strike Up The Band: A New History of Musical Theater by Scott Miller
Canvas
This course will be delivered via Canvas where you will interact with your classmates and with your instructor. Within the course Canvas site, you will access the learning materials, such as the syllabus, class discussions, assignments, projects, and quizzes. To preview how an online course works, visit the Ecampus Course Demo. For technical assistance, please visit Ecampus Technical Help.

Learning Outcomes

• Students will understand the characteristics key to the evolution of Broadway musical theater.

• Students will learn of the social and historical elements inherent in the development and dissemination of Broadway musical theater.

• Students will learn to identify the major writers, composers, performers, and milestone shows that exemplify Broadway musical theater.

• Students will learn to go beyond “just listening to music” and understand the historical, cultural, and musical knowledge they gain from course materials to their experience of Broadway musical theater.

Bacc Core: Literature and the Arts outcomes:

• Students will recognize literary and artistic forms/styles, techniques, and the cultural/historical contexts in which they evolve.

• Students will analyze how literature/the arts reflect, shape, and influence culture.

• Students will reflect critically on the characteristics and effects of literary and artistic works.

Proposed Course Content
(Subject to change. Keep the weekly modules as your home base and stay current!)

Week One: Operetta and the Early Days
  1. Online reading, online videos, and Lecture 1.
2. Students will be asked to post reactions to variations topics from the reading and video to the discussion board by 11:59pm Thursday. They must respond to another classmate's commentary by 11:59pm Sunday.

3. The Weekly Quiz must be completed by 11:59pm on Sunday

Week Two: The Romantic ‘20’s
1. Online reading, online videos, and Lecture 2.

2. Students will be asked to post reactions to variations topics from the reading and video to the discussion board by 11:59pm Thursday. They must respond to another classmate’s commentary by 11:59pm Sunday.

3. The Weekly Quiz must be completed by 11:59pm on Sunday

Week Three: Anything Goes in the ‘30’s
1. Online reading, online videos, and Lecture 3.

2. Students will be asked to post reactions to variations topics from the reading and video to the discussion board by 11:59pm Thursday. They must respond to another classmate’s commentary by 11:59pm Sunday.

3. The Weekly Quiz must be completed by 11:59pm on Sunday

Week Four: The New Art of Theater in the ‘40’s
1. Online reading, online videos, and Lecture 4.

2. Students will be asked to post reactions to variations topics from the reading and video to the discussion board by 11:59pm Thursday. They must respond to another classmate’s commentary by 11:59pm Sunday.

3. The Weekly Quiz must be completed by 11:59pm on Sunday

Week Five: Something’s Coming: The ’50’s
1. Online reading, online videos, and Lecture 5.

2. Students will be asked to post reactions to variations topics from the reading and video to the discussion board by 11:59pm Thursday. They must respond to another classmate's commentary by 11:59pm Sunday.

3. The Weekly Quiz must be completed by 11:59pm on Sunday
Week Six: Let The Sun Shine: Ushering In the ’60’s
1. Online reading, online videos, and Lecture 6.

2. Students will be asked to post reactions to variations topics from the reading and video to the discussion board by 11:59pm Thursday. They must respond to another classmate’s commentary by 11:59pm Sunday.

3. The Weekly Quiz must be completed by 11:59pm on Sunday

Week Seven: In the Company of Moderns: The ’70’s
1. Online reading, online videos, and Lecture 7.

2. Students will be asked to post reactions to variations topics from the reading and video to the discussion board by 11:59pm Thursday. They must respond to another classmate’s commentary by 11:59pm Sunday.

3. The Weekly Quiz must be completed by 11:59pm on Sunday

Week Eight: Do You Hear The People Sing? The ’80s
1. Online reading, online videos, and Lecture 8.

2. Students will be asked to post reactions to variations topics from the reading and video to the discussion board by 11:59pm Thursday. They must respond to another classmate’s commentary by 11:59pm Sunday.

3. The Weekly Quiz must be completed by 11:59pm on Sunday

Week Nine: “Moviecals” and New Voices in the ’90’s
1. Online reading, online videos, and Lecture 9.

2. Students will be asked to post reactions to variations topics from the reading and video to the discussion board by 11:59pm Thursday. They must respond to another classmate’s commentary by 11:59pm Sunday.

3. The Weekly Quiz must be completed by 11:59pm on Sunday

Week Ten: The New Millennium: What’s Here, What’s Ahead
1. Online reading, online videos, and Lecture 10.

2. Students will be asked to post reactions to variations topics from the reading and video to the discussion board by 11:59pm Thursday. They must respond to another classmate’s commentary by 11:59pm Sunday.
3. The Weekly Quiz must be completed by 11:59pm on Sunday

Final Paper: In lieu of a final exam students will be asked to write a 3-5 page paper on an aspect of Broadway musicals. Details and guidelines provided in Week four. The final paper will be due by 5:00 p.m. on Friday of Week 10.

Evaluation of Student Performance

Discussion boards: 35%
Quizzes: 40%
Final paper: 25%

Each week includes a discussion board assignment in which you consider the forum topic, then comment. The main focus of the discussion boards is for all students to interact with each other regarding the content and material in the course. I will provide comments throughout the week on the board as well.

You will be assigned weekly grades for each discussion board, based on level of participation, frequency, and quality of responses. Your composite discussion board grade counts for 35% of your final grade.

You must participate at minimum at least two times for each discussion board. These requirements are minimums: You are encouraged to post more frequently (for maximum credit, post at least three times). The first post each week is due Thursday by 11:59 pm and subsequent posts are due Sunday by 11:59 pm. Your first post consists of your original answers to the questions on the discussion board, and your second and subsequent post(s) are responses and comments to other students in the class. These should be thoughtful and substantial comments—about 500 words/week.

Weekly Quizzes are worth 40% of your grade. They are based on reading (reading and slideshow presentations) and media (video and audio) assignments. Please make sure you complete all assigned tasks for the week before taking the quiz.

Final Paper (25%) *Due 5 pm Friday of Week 10*

Due dates are firm. Any late work may be accepted only at the discretion of the instructor and will lose percentage points for each day it is late.

Grading Scale:
Statement Regarding Students with Disabilities
Accommodations for students with disabilities are determined and approved by Disability Access Services (DAS). If you, as a student, believe you are eligible for accommodations but have not obtained approval please contact DAS immediately at 541-737-4098 or at http://ds.oregonstate.edu. DAS notifies students and faculty members of approved academic accommodations and coordinates implementation of those accommodations. While not required, students and faculty members are encouraged to discuss details of the implementation of individual accommodations.

Accessibility of Course Materials
All materials used in this course are accessible. If you require accommodations please contact Disability Access Services (DAS).

Additionally, Canvas, the learning management system through which this course is offered, provides a vendor statement certifying how the platform is accessible to students with disabilities.

Expectations for Student Conduct in this Online Classroom
Students are expected to conduct themselves in the course (e.g., on discussion boards, email postings) in compliance with the university’s regulations regarding civility. Student conduct is governed by the university’s policies, as explained in the Student Conduct Code.

Academic Integrity
Students are expected to comply with all regulations pertaining to academic honesty. For further information, visit Student Conduct and Community Standards, or contact the office of Student Conduct and Mediation at 541-737-3656.

OAR 576-015-0020 (2) Academic or Scholarly Dishonesty:
a) Academic or Scholarly Dishonesty is defined as an act of deception in which a Student seeks to claim credit for the work or effort of another person, or uses
unauthorized materials or fabricated information in any academic work or research, either through the Student's own efforts or the efforts of another.

b) It includes:
   i) CHEATING - use or attempted use of unauthorized materials, information or study aids, or an act of deceit by which a Student attempts to misrepresent mastery of academic effort or information. This includes but is not limited to unauthorized copying or collaboration on a test or assignment, using prohibited materials and texts, any misuse of an electronic device, or using any deceptive means to gain academic credit.
   ii) FABRICATION - falsification or invention of any information including but not limited to falsifying research, inventing or exaggerating data, or listing incorrect or fictitious references.
   iii) ASSISTING - helping another commit an act of academic dishonesty. This includes but is not limited to paying or bribing someone to acquire a test or assignment, changing someone's grades or academic records, taking a test/doing an assignment for someone else by any means, including misuse of an electronic device. It is a violation of Oregon state law to create and offer to sell part or all of an educational assignment to another person (ORS 165.114).
   iv) TAMPERING - altering or interfering with evaluation instruments or documents.
   v) PLAGIARISM - representing the words or ideas of another person or presenting someone else's words, ideas, artistry or data as one's own, or using one's own previously submitted work. Plagiarism includes but is not limited to copying another person's work (including unpublished material) without appropriate referencing, presenting someone else's opinions and theories as one's own, or working jointly on a project and then submitting it as one's own.

c) Academic Dishonesty cases are handled initially by the academic units, following the process outlined in the University's Academic Dishonesty Report Form, and will also be referred to SCCS for action under these rules.

Tutoring

**NetTutor** is a leading provider of online tutoring and learner support services fully staffed by experienced, trained and monitored tutors. Students connect to live tutors from any computer that has Internet access. NetTutor provides a virtual whiteboard that allows tutors and students to work on problems in a real time environment. They also have an online writing lab where tutors critique and
return essays within 24 to 48 hours. Access NetTutor from within your Canvas class by clicking on the NetTutor button in your course menu.

OSU Student Evaluation of Teaching
Course evaluation results are extremely important and are used to help me improve this course and the learning experience of future students. Results from the 19 multiple choice questions are tabulated anonymously and go directly to instructors and department heads. Student comments on the open-ended questions are compiled and confidentially forwarded to each instructor, per OSU procedures. The online Student Evaluation of Teaching form will be available toward the end of each term, and you will be sent instructions via ONID by the Office of Academic Programs, Assessment, and Accreditation. You will log in to “Student Online Services” to respond to the online questionnaire. The results on the form are anonymous and are not tabulated until after grades are posted.