

Syllabus: MU 100.009 (Recovery)

Basic Course Information

Course Name: Music Appreciation

Semester: Fall 2026

Credits: 3

Prerequisites/Co-requisites: none

Couse Format: In-person

- **Meeting Times:** MWF 3:00-4:50PM (beginning October 19)
- **Location:** Eddy building, room 11

MU100 is an All-University Core Curriculum 3B (AUCC) course, as well as a Guaranteed Transfer (GT) Pathways course. When a student earns a C- or higher, this course will always transfer and apply to GT Pathways requirements for every public Colorado college and university. GT Pathways does not apply to some degrees (such as many engineering, computer science, nursing and others [listed here](#)). You should always seek advising from the appropriate advisor at the college or university you plan to attend to ensure you are selecting the appropriate coursework for your degree and that it will apply to those degree requirements. ([CDHE website](#))

Instructor Information



Instructor Name: Dr. Bellamy-Lanz ("Dr. B")

Email: megan.bellamy-lanz@colostate.edu

Office Location: UCA 305A, although we will meet in the Behavioral Sciences Building (BSB) for my Student Hours. You will rarely find me in my physical office.



I provide a safe space for all my students, where conversations are confidential and take place without judgment. As a Safe Zone Ally, I can help you connect with resources on campus to address problems you may face that interfere with your academic and social success on campus as it relates to issues surrounding sexual orientation and gender identity.

Student ("Office") Hours: I hold student hours on Mondays and Wednesdays from 1:00-1:50PM in the study/coffee area of the Behavioral Sciences Building (1st floor). Alternately, you can email me to schedule a virtual Teams meeting. I will send a link once we are scheduled.

Communication Policy: Please communicate through Canvas and include course number in the subject line, as this helps me keep track of your emails and better support you. I will do my best to respond to your emails within 24 hours. If you do not receive a response within this timeframe and you expect a response, please follow up with me in class or via email. In support of both professional communication and a healthy life balance, I will reply to correspondence during the standard 8am to 5pm business day and only expect your responses within those work time frames, as well. I consider any emailed information to be read and known within 24 hours of sending.

Please do not use first names when addressing me.

My Philosophy: Every student who enrolls in this course belongs here, and your diverse backgrounds, experiences, and perspectives enrich our classroom community. Learning is a shared effort, and your active participation is an important part of our work together. Through our interactions and meaningful dialogue, we will create a dynamic and engaging academic environment. My goal is to provide the resources, encouragement, and community you need to reach your full potential. I am committed to supporting your success and well-being and to ensuring that you feel safe, heard, and empowered to engage fully in your learning.

Course Description & Learning Outcomes ("LOs")

The primary goal of this class is to deepen your connection to the music you encounter in your daily life. Through this process, you will develop a greater awareness of your musical beliefs, attitudes, and behaviors, and discover how they connect to other individuals, groups, communities, and cultures. Ultimately, you will learn to critically evaluate your assumptions about musical functions, view diverse musical traditions through a broader lens, and confidently navigate contradictory perspectives.

([Complete AUCC 3B Content Criteria and Learning Objectives can be found here.](#))

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By the end of the term, you will be able to:

1. **recall** social and emotional theories to contextualize musical examples within their functional frameworks.
2. **apply** musical terminology to listening examples to form detailed written or verbal observations.
3. **evaluate** musical examples representing different functions in a variety of cultures.
4. **assess** your musical and social surroundings to create a more informed musical listening experience.

Course Materials

The following materials will be required for successful completion of this course.

Textbook / Course Readings

- **Music and the Human Experience: A Guide for Informed Listening** (First Edition) by Dr. Bellamy-Lanz (eBook). This required course text is available through the university's Day One Access program, which you can access in the menu on the left side of our Canvas course pages. The access code will automatically appear on the Day One Access page, and you will also receive an email from the bookstore with the same information. **DO NOT OPT OUT OF THIS BOOK**, as used or print versions are not available. Efforts have been made for this book to be made available to you at a lower cost than most other Music Appreciation texts.
- *Any additional course readings will be supplied as PDF files and links in Canvas.*

Materials & Equipment

- Even if you type notes on a tablet or computer, **please make sure you have paper and either a pen or pencil** for occasional in-class responses. These written responses will be turned in for grading.

Course Expectations and Policies

Expectations

Students enrolled in this course are expected to:

- **Read the assigned course text** and be familiar with all major concepts addressed therein. You are also responsible for all lecture content. If you are absent, please find a classmate who is willing to share notes with you. Exams will cover all material at the discretion of the instructor.
- **Take notes in lecture.** Writing down material is proven to enhance your comprehension and retention. Taking notes is not the same as taking pictures of slides presented in class, and I encourage you to engage with the material in this way.
- **Think critically** about your own musical and life experiences and how they fit in or contrast with the new material being presented in lecture and your text.
- **Ask questions!** We will manage a live in-class discussion board so students who do not wish to raise their hands can still get questions answered in real-time. (I do prefer raised hands, because I get the chance to connect with you! I realize the class is large and that can be intimidating, so I am providing this as an additional option.)
- **Keep an open mind** about new music and respect all those with differing experiences and opinions from your own.

Classroom Agreements

- **We will minimize side conversations** to avoid distracting others in our learning environment. (If you need to communicate, please do so in writing.)
- **We will listen to understand** different perspectives, rather than just to respond.
- **We will ask questions** whenever they arise.

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Attendance

While I don't take formal attendance and trust you to manage your own schedule, missing class will impact your performance. Please note the following policies regarding how attendance affects your grade:

- **In-Class Assignments:** We regularly complete activities that can *only* be done during class time; they cannot be made up after class has ended.
- **Grade Impact:** Collectively, these in-class tasks can be worth up to two quizzes. Missing class frequently will heavily and negatively impact your final grade.

Course Materials Disclaimer

All course content is the intellectual property of the instructor or protected by third-party copyrights. To remain in compliance with copyright law and the [CSU Student Conduct Code](#) (page 5), please adhere to the following:

- **Do not share** course materials via online platforms, print, or other media.
- **Do not post** content to external websites (whether commercial or non-profit).
- **Do not upload** materials to study-aid or commercial sites that sell content to other students.

Sharing course content without express permission from the instructor may lead to disciplinary or legal action.

Academic Integrity

Copying information and purchasing or copying papers is not permitted in any institution of higher education. All incidents of plagiarism/scholastic dishonesty must be referred to the CSU Student Resolution Center and may be subject to additional University disciplinary action and transcript notation (**this includes registration holds, mandatory assignments as designated by the Student Resolution Center, a failing or lowered grade in the course, and more**). If you are unsure about the university's policies on academic integrity, [familiarize yourself with CSU's policies as soon as possible by clicking here](#).

I want to read about your interpretations, the messages and types of music you care about, the life experiences you choose to share, and your opinions. You may use AI programs like Gemini, ChatGPT, and other LLM platforms to help generate ideas and brainstorm, but you should note that the material generated by these programs may be inaccurate, incomplete, or otherwise problematic. *Beware that use is also likely to stifle your own independent thinking and creativity and will likely not produce material that satisfies content requirements.* **Note:** Editing your papers with Grammarly or a similar service IS acceptable!

Detailed AI Policies for this course can be found later in this document.

Diversity and Inclusion

I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this immediately so that I may make appropriate changes to my records, and we can work together to make sure RamWeb (and Canvas, by extension) is updated for future professors.

I want this course to support and respect students from all backgrounds, perspectives, and learning needs. I view the diverse experiences you bring to our classroom as a massive strength and a resource for us all.

To that end, I design course materials and activities to be respectful of gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. I regularly review these materials for accessibility, but if you notice something that can be improved, please let me know. Your feedback and suggestions on how to make this class more inclusive are always welcome and appreciated.

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Grading Policy

Your grades are calculated on a percentage of points possible within the semester, not on category weights. The grading scale below **automatically includes rounding**, so there is no need to request rounding at the end of the semester. CSU does not use grades of C-, D+, or D-. Grades will be available on RamWeb on **December 23**.

Refer to this grading timeline to set your feedback expectations:

- Projects will require up to two weeks to be graded.
- Smaller in-class responses will be graded within a day or two.
- Your quizzes are online and will be graded automatically.

Given that technological issues happen, safeguard your course performance by keeping a copy of all work created for the course, including work submitted through the Canvas course learning management system.

Assignments, Projects, Quizzes, and Final Exam Overview

Homework

Please stay current with our course content by checking the Canvas modules or the Course Schedule at the end of this syllabus for weekly reading assignments. We will hold regular in-class reflections on these topics, so you will need a thorough understanding of the material to participate successfully.

Workload

[CSU's Catalog](#) states that students “should expect each credit hour will require approximately two to three hours (for some students, in some classes, more time and in a few classes, less time) of effort per week to attend classes and to accomplish readings and out-of-class assignments in preparation for successful completion of the course requirements.”

In-Class Assignments

Please bring paper to class daily for unannounced assignments and reflections.

- **Purpose:** These are unscheduled, periodic checks to help me evaluate your comprehension of the course material and gather your feedback.
- **Missed Work:** Because these are tied to active class participation, they cannot be made up after the fact.
- **Safety Net:** If you miss an activity, you can make up the lost points by completing the designated Extra Credit assignment on Canvas.

Unit Assignments

Beyond regular in-class work, each unit features a low-stakes assignment where you will synthesize course material and apply it to your own musical experiences. Each assignment is due the same day as its corresponding unit quiz; late submissions are not accepted.

Projects

1. Unit Project: For Unit II, you will complete a unit project analyzing a song or musical piece of your choice through the lens of that unit's focus.

Length: Minimum of 2 pages

Requirements: Analysis must reference course material and terminology.

Deadlines: Due October 30 at 11:59PM – the same day as your Unit II Quiz.

Specific content guidelines and formatting requirements are detailed on the project's Canvas page.

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2. Final Project: You will build a website detailing five musical examples that serve a specific musical function.

Your final project will be to build a website featuring music that serves a function of your choice. You may choose any theme covered over the semester, including:

Political or social change	Celebration	Mourning and/or catharsis
Sacred expression	Pushing boundaries	(Etc.)

If you are unsure which topic to choose, please drop in during Student Hours (listed at the top of this document) to discuss what inspires you!

Website Proposal Deadline: November 13 at 11:59PM

Project Deadline: December 4 at 11:59 PM (late projects will only be accepted through December 7)

Requirements: Analysis must reference course material and terminology, including the social and emotional theories behind these functions. More detailed requirements are found in the rubric and assignment description on Canvas.

Due dates for all materials in each unit are clearly indicated in Canvas and on the schedule at the end of this document. **I accept late unit and website projects with a 10% grade reduction per day, with the lowest grade possible being 50%.** If late work is to be accepted for full credit, you will need to supply supporting/official documentation (for unusual and extenuating circumstances or medical emergencies). All project dates can be found in the course schedule at the end of this document and on Canvas.

Extra Credit

I understand that life happens and you may occasionally miss class. To help keep you on track, I offer one supplemental extra credit project on Canvas. This opportunity is designed to offset missed points, whether you've missed a couple of in-class assignments or a major Unit Project. **This optional project is due November 20 at 11:59PM.**

Quizzes

You will have one online quiz for each unit, comprised of multiple-choice and true/false questions. We will have no class on quiz days (nor will we have Student Hours), which removes extra time burdens placed upon you all. Since there will be no class, you will have an automatic hour built into this no-class day in which to take your quiz and finish your current project (when applicable). There are no makeup quizzes unless university or medical documentation is supplied. Quiz dates can be found on the course schedule at the end of this document, on Canvas, and on your textbook platform.

Final Exam

Your final exam will be comprehensive and will be available based on the university's final exam schedule. **Your assigned exam day is Thursday, December 17 from 11:50PM-1:50PM.** This exam will be open for you to take within this timeframe only.

AI Policies

AI Policy for Course Work in This Class

In this course, AI tools may be used only in limited, transparent ways that support your learning rather than replace it.

You **may** use AI to:

- Brainstorm ideas, generate questions, and plan outlines.
- AI may also help you understand difficult concepts through research
- Edit your writing (with a platform such as *Grammarly*)

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Note: Any use of AI that contributes to your writing process with research, generating questions, or writing outlines must be disclosed in an **Author's Statement** that explains the tool used, your prompts, and how the output was used or revised. Include this statement on your Works Cited page:

"During the preparation of this work, the author used [Tool Name/Version] to [Describe specific AI usage e.g., improve readability and language] on [Date(s)]. After using this tool, the author reviewed and edited the content as needed and take(s) full responsibility for the content of the publication."

Rationale: I encourage you to edit your own work; it is the most thorough and effective way to build your writing skills. While using AI as an editor can be helpful, it is only truly educational if you study the explanations behind the changes. Understanding *why* adjustments were made is what helps you grow as a writer.

You **may not** use AI to:

- Summarize assigned texts or to complete analysis
- Generate a project. You are expected to independently produce summaries or analyses. AI-generated writing, analysis, close reading, discussion post responses, peer-review comments, or sources are not permitted in this course.
- Answer quiz questions

Why this policy matters

This policy protects your natural curiosity, academic integrity, ethical research practices, and the accuracy required in conveying your own musical observations. AI-generated musical information is often incorrect, incomplete, or even fabricated, and relying on it without verification undermines both your learning and the standards of academic and professional practice.

What Happens if the Policy Isn't Followed (Consequences)

Using AI in disallowed ways, or failing to disclose permitted use, constitutes an academic integrity violation and may result in penalties such as:

- Zero on the assignment
- Formal reporting to the university for record keeping and/or disciplinary action

Statement about Instructor's Use of AI in the course

AI **was** used during syllabus creation in editing overviews, policies, and descriptions for clarity after I had created the original content. I read over what AI provided, edited again according to what I determined was most appropriate, and included the final prose within this document.

AI has **not** been used in the design of this course and was not used to develop course content or the curriculum within your textbook. All research and preparation have been completed by me. I will not use AI to support grading in any way within this course. All grading will be done individually by your TA (where applicable) and myself.

Resources for You

Please review the following resources from CSU.

- [Academic Integrity – Student Resources](#)
- [Navigating AI: Your Trail Map to Success at CSU](#) (TILT Academic Integrity)
- [What AI tools are approved for use with CSU sensitive data?](#)
- [CSU-GPT](#) gives every student, faculty, and staff member a safe way to explore generative AI—inside CSU's secure Microsoft Azure environment.

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Additional Syllabus Information and Policies



I am here to provide you with resources you might need along the way, *even if they do not relate to your participation in our class*. Please know you can reach out to me if you are experiencing any of the following difficulties, or any others not covered by these topics. I will find answers for you or point you in the direction of someone who will have them. The page via this QR code outlines essential campus support resources, covering topics such as:

- **Academic and Technical Support:** Information on Canvas, universal learning accommodations, and academic integrity. Please familiarize yourself with the university's [Student Honor Pledge](#).
- **Health and Well-being:** Access to mental health resources ([CSU Health Network](#)), [Tell Someone](#) reporting services, and food insecurity programs ([Rams Against Hunger](#)).
- **Rights and Community:** Guidance on Title IX, interpersonal violence support, religious observances, and immigrant student support.
- **Specific Student Needs:** Resources for student parents/caregivers and guidance on connecting with [Student Case Management](#) during crises.

Course Schedule – Topics, Assignments, and Assessments

This course schedule is not likely to change. In the event of an adjustment, you will be notified via Canvas.

Week	Date	Topic(s)	Assignments/Reminders
1	Oct 19	Welcome and Syllabus Introduction and “What is Music?”	Set up your textbook ASAP; Complete the Syllabus Quiz ; Familiarize yourself with our Canvas section; Read the Introduction and Ch. 1 and 2 of your textbook before Wednesday.
	Oct 21	Instrument Families	Read Ch. 3 for Friday
	Oct 23	Conductors Begin Foundational Terminology	Complete your Syllabus Quiz if you haven't already.
2	Oct 26	Foundational Terminology, continued	Read Ch. 4 for Wednesday; If you haven't set up your textbook yet, this needs to be done ASAP.
	Oct 28	The Live Music Experience Practice making musical observations	Create your reference list of musical terms and their definitions <i>in your own words</i> to use when you write your first project. You will turn these in on Canvas this Friday, along with taking Quiz 1. See the assignment online for more details.
	Oct 30	NO LECTURE TODAY – Take Unit I Quiz.	Unit I Quiz today (Ch. 1-4) during class time ; Also submit your list of terms/definitions and complete the Unit I Skill Builder on Instrument Families in your textbook; This is the last day for the Syllabus Quiz ; Read Ch. 5 for Monday
	Nov 2	The Role of Musical Memory	Read Chapter 6 for Wednesday.

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3		Structure in Music	
	Nov 4	Pushing Boundaries	Review your materials for Quiz 2 and finish your Unit II Project.
	Nov 6	NO LECTURE TODAY – Take Unit II Quiz and turn in your project.	Unit II Quiz today (Ch. 5-7) during class time and turn in your Unit II Project this evening; Don't forget the policies for using AI in this classroom. Refer to pages 5-6 of this document. There is no textbook assignment for this unit. Read Ch. 8 for Monday
4	Nov 9	Music and Movement	Read Ch. 9 and 10 for Wednesday.
	Nov 11	Celebration and Entertainment MTV	Complete your Website Project Proposal, which is due Friday.
	Nov 13	NO LECTURE TODAY – Take Unit III Quiz.	Unit III Quiz today (Ch. 8-10) during class time. Additionally, your Website Project Proposal is due tonight! If you need extra credit to recover points for your grade, that opportunity is due on Nov. 20. Please see Canvas.
5	Nov 16	Community Identity and Bonding Practice making musical observations	Read Ch. 11, 12, and 13. Note: there will be no lecture on Ch. 12, so reading and review will need to be done on your own.
	Nov 18	Music for Change	Finish Ch. 11, 12, and 13 if you haven't already.
	Nov 20	NO LECTURE TODAY – Take Unit IV Quiz.	Unit IV Quiz today (Ch. 11-13) during class time. Today is the last day to submit the optional extra credit.
6 	November 23-27 No classes this week.	Happy Fall Break! Rest, catch up on work, eat chocolate... Do what you need for yourself. I hope you get to spend good time with friends and/or family (whatever your definition encompasses).	If you need to finish your Website Project, now is the time! It is due the Friday we return from break.
7	November 30	Mourning and Catharsis; Program Music	Read Ch. 14 for today and Ch. 15 for Wednesday.
	December 2	Amplifying and Neutralizing Emotions	Finish your Website Project! Don't forget the policies for using AI in this classroom. Refer to pages 5-6 of this document.
	December 4	NO LECTURE TODAY – Take Unit V Quiz.	Unit V Quiz today (Ch. 14-15) during class time. Website Project due by 11:59PM; Read Ch. 16 for Monday
8	December 7	20 th Century Music	Read Ch. 16, 17, and 18 this week. This is the last week of classes. You should be starting to study for finals now. This is the

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			last day for any late Website Project submissions.
	December 9	21 st Century Creativity and End-of-Semester Reflections	Finish reading Ch. 16, 17, and 18.
	December 11	NO LECTURE TODAY – End-of-Semester Questions – come to the BSB coffee shop with any questions and concerns leading into Finals Week.	Your Final Exam is in 4 days. Look at the CSU Final Exam Schedule to make sure you have all your exams in your calendar.
Final Exam	Thursday, December 17	Comprehensive exam: covers the semester's material with an <u>emphasis on Unit VI</u> . You will have 40 questions: 15 from Unit VI, and 5 each (randomized) from Units I-V.	Your comprehensive Final Exam will be available on your textbook platform on Thursday, December 17, from 11:50AM-1:50PM.