Course Information:

**Instructor:** Karen Petersen  
**Email:** kpetersen@ccc.edu  
**Classroom:** 3416 Main Building  
**Office:** 3422 Main Building  
**Office Phone:** NA  
**Office Hours:** Mon-Wed 9:30AM – 10:30PM  
Also by appointment and email  

**Prerequisites:** Eligibility for English 101 or consent of the department chairperson  
**Course Website:** karenpetersen.com  
**Course Length:** 16 weeks  
**Contact Hours:** 2 hours, 40 min  
**Credit Hours:** 3  
**Class Meetings:** M-W 12:30pm – 1:50PM

Text & Materials:  
- **Text:** None  
- Access to the Internet and a printer for assignments.

Course Catalogue Description:  
Elements, structure, listening, literature, aesthetic perspective; concert attendance. Writing assignments, as appropriate to the discipline, are part of the course.

Students Course is Expected to Serve: This course serves students seeking to fulfill a general education credit requirement in the Humanities/Fine Arts and/or an elective credit requirement.

Course Goals:  
Upon completion of this course, the successful student will be:  
- Prepared to think critically and independently about a variety of musical styles and their social/cultural context.  
- Equipped with basic skills for listening to music and thinking about music.  
- Able to begin to consider life experience and musical experience.

Student Learning Outcomes:  
Upon completion of this course, the successful student will be able to:  
- Define basic, common musical terms and elements.  
- Describe, and write about, major historical influences, cultural influences and philosophies that helped to define and shape musical developments (contextual awareness).  
- Interpret musical examples, distinguishing styles, relevant style periods, mediums, composers/artists, forms, and types of musical pieces (technical awareness).  
- Discuss, and write about, the nature of human expression through music, the aesthetical experience, and the value of music in society.  
- Acquire and develop a habit of subjective and objective observation with sensitivity to the implied and to context.

Truman College General Education Goals:  
This course meets the following General Education Goals as established by Truman College:  
- The student communicates effectively in both written and oral formats.  
- The student demonstrates the ability to think critically, abstractly, and logically.  
- The student gathers, interprets and analyzes data.
Academic Integrity and Dishonesty (from CCC Academic Catalogue)
CCC is committed to the ideals of truth and honesty. Students are expected to adhere to high standards of honesty and integrity in their academic endeavors. Plagiarism and cheating of any kind are serious violations of these standards.

Academic dishonesty is a serious offense, which includes but is not limited to the following: cheating, complicity, fabrication and falsification, forgery, and plagiarism. Cheating involves copying another student’s paper, exam, quiz, or use of technology devices to exchange information during class time and/or testing. It also involves the unauthorized use of notes, calculators, and other devices or study aids. In addition, it includes the unauthorized collaboration on academic work of any sort. Complicity, on the other hand, involves the attempt to assist another student to commit an act of academic dishonesty. Fabrication and falsification, respectively, involve the invention or alteration of any information (data, results, sources, identity, etc.) in academic work. Another example of academic dishonesty is forgery, which involves the duplication of a signature in order to represent it as authentic. Lastly, plagiarism involves the failure to acknowledge sources (of ideas, facts, charges, illustrations, etc.) properly in academic work, thus falsely representing another’s ideas as one’s own.

In individual cases of academic dishonesty, sanctions may include one or more of the following: an F grade on an assignment where academic dishonesty occurred, a written warning, a failing grade for the course, and/or issuing of an academic dishonesty withdrawal (see ADH – Academic Dishonesty Withdrawal). The severity of the penalty is left to the discretion of the instructor. A student may appeal a finding of academic dishonesty (see Appeal Instructional Grading or Academic Dishonesty). Additional sanctions may be imposed up to and including dismissal from CCC when circumstances warrant it and/or the revocation of a previously awarded degree or certificate (see Revocation of Degrees or Certificates). A student may appeal additional sanctions (see Disciplinary Hearings and Appeal of Discipline).

No-Show Withdrawal Policy (for classes that meet more than once per week)
Students are required to attend class. Students who do not attend the first two (2) class sessions will be withdrawn from the class by the instructor and issued an NSW. For more information, please see Page 73 of the Academic & Student Policy Manual located here:
http://www.ccc.edu/menu/Documents/Academic_Student_Policy/POLICY_PROCEDURES_NOVEMBER_2018_FINAL_11.19.18.pdf#page=207&zoom=100,0,645

No-Show Withdrawal Policy (for classes that meet once per week)
Students are required to attend class. Students who do not attend the first class session of a course which meets only once per week will be withdrawn from the class by the instructor and issued an NSW. For more information, please see Page 73 of the Academic & Student Policy Manual located here:
http://www.ccc.edu/menu/Documents/Academic_Student_Policy/POLICY_PROCEDURES_NOVEMBER_2018_FINAL_11.19.18.pdf#page=207&zoom=100,0,645

Midterm Grade/Active Pursuit of Course Objectives (ADW)
- Midterm grades will be determined by averaging attendance and relevant coursework scores to-date.
- Borderline cases for midterms will fall to the lower grade.
Music 121 Syllabus:

• Students will be removed from the course (ADW) if 5/2 or more classes (depending on course length) have been missed from the start date to the midterm period and/or in the case of frequent or excessive tardiness.

• Any student in this course who has not completed at least 75% of all coursework, papers, and tests due prior to the midterm grade will be administratively withdrawn (ADW) from the course. Tests and participation work cannot be made up; therefore, punctual attendance is extremely important.

Outline of Topics

This outline of topics is intended as a guide to our semester-long study. Our approach will interweave both topical and historical overviews. We most likely will not be able to cover everything listed here and those topics we do not cover therefore will serve as another opportunity for extra credit. That is why I have put forth an extensive and detailed outline. This will be clarified further in our class discussions.

Resources

Many resources have influenced this outline. Although I do not require it for this class there is one text book which I particularly admire: Soundscape: Exploring Music in a Changing World by Kay Kaufman Shelemay, WW Norton, 2006. It is available at Amazon for about $20 if students are interested.

I also utilize:

Illinois Articulation Initiative (IAI F1900)


F1900 : Music Appreciation(3 semester credits)

Introduction to representative music masterpieces through perceptive listening. Emphasis on the elements of music, various musical forms and periods, and great composers and performers.

IAI Humanities and Fine Arts: GECC Definition


Study in the humanities and fine arts develops an understanding of what it means to be human--the struggles and aspirations, comedies and tragedies, and achievements and failures of human beings; wrestles with the basic questions that confront all human beings in the course of their lives--identity, beauty, courage, love, truth, justice, and morality; and examines the dreams, traditions, and cultural expressions of peoples throughout time who have wrestled with these same questions. To understand what it means to be human, one must understand oneself in relation to the natural world and in relation to others, reflect on ideas and confront presuppositions from one's own and other cultures, and respond creatively.

Thus, study in the humanities and fine arts focuses on intellectual and cultural expression approached through historical, hermeneutic, cultural, and aesthetic investigations. Courses designed to fulfill the Illinois Transferable General Education Core Curriculum (IAI GECC) humanities and fine arts requirement involve students in the basic questions and substance of the humanities and fine arts, as well as in the methods used to approach these questions. Courses in philosophy, religious studies, literature, history, and the history and appreciation of the visual and performing arts, as well as interdisciplinary courses, are typically included among those considered part of a general education. Because critical thinking, investigation, and reflection are necessary to the study of the humanities and fine arts, these processes--as embodied in writing (essays and essay examinations) and speaking (oral presentations and discussion)--are a significant component of humanities and fine arts courses. Where appropriate, course readings and activities also reflect an awareness of the United States' multicultural inheritance: race, ethnicity, gender and class.

By contrast, courses that primarily focus on developing a skill, such as performance or production courses in the arts, technique or professional courses in communications, and those foreign language courses that focus on learning to speak and write a different language at an elementary level, generally are not considered part of a general education in the humanities and fine arts.
To fulfill the IAI GECC humanities and fine arts requirement, students should select a minimum of three courses (9 semester credit hours) from the approved course list, selecting at least one from the humanities and one from the fine arts. Interdisciplinary courses encompassing both the humanities and the fine arts may be used for both categories.

A. Thinking About Music

Music or music?
1. What is music?
2. How to think about music.
3. Music as more than entertainment
   El Sistema and Gustavo Dudamel
   Playing for Change
4. Musical pluralism Silk Road Ensemble
5. Nicholas Cook: “spread out a map that all music could, in principle, be put on.

Music and Technology
6. Mark Katz: Capturing Sound
7. History of Changing Sound Technology

Listening to music
9. Making musical decisions
10. Developing a musical vocabulary
11. Leon Botstein “How We Listen”
12. Writing critically about music.

Listening Logs

Our modern Relationship to music also see below

B. Materials of Music

1. Quality/Timbre
   a. vocal
   b. instrumental
   c. vibrato/straight tone
2. Intensity/Dynamics
3. Pitch
   a. listening and comparing pitch systems/scales/modes
   b. Melody
4. Duration
   a. pulse
   b. rhythm
   c. tempo
   d. meter
   e. measure
   f. grouping
   g. accent
   h. simple meter
   i. compound meter
   j. mixed meters

5. Notation

C. Thinking about American Music
   a. Sorrow Songs
   b. New World Symphony
   c. Billie Holiday
   d. James Baldwin on the Blues
   e. John Cage
   f. Samuel Barber
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D. Music in the Digital Age c. 2000-present

See Section A above
Spotify
How to be a musician in the Digital World>?
NPR 50 Great Voices
Music as an agent for social change
Music in 1s and 0s: Music Sampling
Music Censorship

**Note: The above list is a starting point. Who knows what we shall discover!

VII. Methods of Instruction:

Lecture and Discussion
Small group work
Analysis of assigned sources

Course Practices Required:

1. Attendance and Tardiness:

Regular attendance is mandatory. If you must miss numerous classes due to work or religious observations please speak with me ASAP. Perhaps you should consider another section where attendance might not be mandatory. This class starts promptly so the wise and prepared student should plan on arriving before this time. If you are more than 10 minutes late you will be counted as absent. More than 2 late arrivals may negatively influence your grade by one full level. If you arrive after I have taken attendance (not later than 10 minutes) please see me after class and I will register you present.

Classes meeting twice a week: If you miss more than 5 classes you will FAIL the course. In this case you may not use extra credit to make up for absences.

Classes meeting once a week: If you miss more than 2 classes you will FAIL the course. In this case you may not use extra credit to make up for absences.

Late Start: If you miss more than 1 class you will FAIL the course. In this case you may not use extra credit to make up for absences.

Many materials and resources are available only during class, especially possible visits by musicians. No student will receive an A with any absences or lateness. Students must make arrangements with me personally to have extra work credited against absences. There are no exceptions.

Having strictly stated my attendance policy, I do understand that life intervenes. If you have problems or situations which arise during the semester which interfere with your attendance you must speak to me ASAP so that we can work something out. If you have a medical emergency or medical condition that might affect attendance, please notify me so that we can make arrangements to accommodate you.

Now that you have read this section, please re-read it so that you are sure you understand it. I strictly enforce this policy.

2. Preparation and Class Participation

Students are expected to attend class prepared to engage in serious academic work. It is not acceptable to come to class without having read and assimilated the assigned material. Late assignments will not be accepted. However, this will be discussed further in class. Students are allowed to make up for an absence (refer to Extra Credit Blog entrance).
The course involves a lot of reading and writing. You will be expected to spend approximately 6 hours per week minimally on homework. Written assignments will be given in the form of Listening Logs and/or short essay journal reflections. See description of Listening Logs and Writing Topics posted on my website.

For emphasis, it is not acceptable to come to class unprepared. Prepared means all assignments completed ready to turn in and assigned texts, notebooks and writing tools accompanying you.

3. Quizzes and Tests

Please see “Thoughts on Teaching, Learning and the Classroom” posted on my website.

I feel that traditional testing is counterproductive to what I hope happens in the class. The study of the arts in general and music specifically should encourage wonder, self knowledge and critical thinking. These goals are finally not assessable through traditional testing. Therefore I utilize other types of assessment tools: observation, student responses in class, portfolios, homework, group projects, papers, journals, extra credit opportunities.

4. I will not allow students to attend this class whose names do not appear on my class list.

5. The Truman College Catalog states:

   Truman College does not discriminate on the basis of race, color, creed, religion, national origin, disability, age, sex, sexual orientation or marital status in admission to and participation in its educational programs, activities and services or employment practices. The College does not tolerate sexual harassment or sexual assault by or of its students or employees.

   In keeping with this policy of tolerance and non-discrimination, in this class all of us should strive to listen and give careful consideration to all ideas expressed in class, especially those that are different from our own, without attacking or demeaning those who have those views. We should also strive to avoid using insulting terms or telling offensive jokes when talking to or about individuals or groups.

6. Please take care of your personal needs before class. It is disruptive and disrespectful to get up and leave during the class. Leaving during class is not appropriate classroom behavior and may negatively influence your grade. See Guidelines for Self Evaluation below.

7. Food and beverages are not allowed in class.

8. Turn off all electronic devices which includes phones, pagers, tablets, laptops or any other personal digital device and put them away for the duration of class. Under No Circumstance should you answer your cell phone or check for messages during class. This is ABSOLUTELY an electronic device-free classroom. If you are responsible for the care of another person (child, ill relative/friend) please advise me of this situation. In the event of an emergency please contact me before class.

9. A grade of incomplete must be arranged with me personally and meet the criteria stated in the CCC Academic Policies Handbook.

   Incomplete “I” designations are non-grade designations received by students who have actively pursued a course and are doing passing work at the end of the course, but who have not completed the course’s final examination and/or other specific course assignments due to extenuating circumstances. “I” grades are awarded upon request of the student and at the discretion of the instructor, and must be supported by documentation that explicitly explains the extent of the extenuating circumstances. Students must:
   • Have completed at least eighty percent (80%) of the course
   • Be able to complete all remaining course requirements without further classroom instruction
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All remaining course requirements must be satisfied and turned into the instructor (or Department Chair in the absence of the instructor) no later than the midpoint of the following term (excluding the Fall term). Otherwise, the “I” grade will convert to an “F” grade.

10. Extra Credit will be given. See Extra Credit Blog entry on my website.

Instructional Materials

No textbook required
You must have access to the internet and a printer.
Materials will be assigned from the internet and students will be expected to print some texts for their personal use.

Methods of Evaluation:

1. A grade of A is reserved for truly excellent work, not simply good work.

2. Homework assignments will constitute 75% of your grade. You are expected to produce written assignments which must be at the college level. Toward that end you will complete a daily music listening log and or journals. See handout on listening logs. I will not accept late work unless you have made personal arrangements with me. Due dates for assignments will be clearly explained in class and posted on my website. I evaluate your work with a check, check plus or check minus system. I use the following rubrics.

Grading Rubric

Critical Reading

<table>
<thead>
<tr>
<th>Check Plus 3 points</th>
<th>Check 2 points</th>
<th>Check Minus 0-1 point</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates in depth and detailed relationship to the material with appropriate underlining and/or highlighting</td>
<td>Minimal completion of highlighting and marginalia. Opportunity to improve required and offered</td>
<td>Very little or no completion of highlighting and marginalia. Opportunity for extensive improvement offered. 1 point</td>
</tr>
<tr>
<td>Highlight key concepts, interesting ideas and or arguments, points not understood or questioned</td>
<td>Minimal completion of highlighting and marginalia. Opportunity to improve required and offered</td>
<td>Failure to complete assignment in any fashion. No opportunity for improvement offered. 0 points.</td>
</tr>
<tr>
<td>Marginalia, vocabulary definitions</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Listening Logs

<table>
<thead>
<tr>
<th>Check Plus 3 points</th>
<th>Check 2 points</th>
<th>Check Minus 0-1 point</th>
</tr>
</thead>
<tbody>
<tr>
<td>Detailed completion of a Listening Log as detailed in the Listening Log Guidelines found under the Materials tab of my website</td>
<td>Minimal completion of Listening Log as detailed in the Listening Log Guidelines found under the Materials tab of my website. Opportunity to improve required and offered.</td>
<td>Listening Log is incomplete. Opportunity for extensive improvement offered. 1 point</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Failure to complete assignment in any fashion. No opportunity for improvement offered. 0 points.</td>
</tr>
</tbody>
</table>

Short Essay/Writing Topics

<table>
<thead>
<tr>
<th>Check Plus 3 points</th>
<th>Check 2 Points</th>
<th>Check Minus 0-1 point</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Organizes key concepts from readings/videos/sound files in student’s own words</td>
<td>Minimal completion of AB and C. Opportunity to improve required and offered.</td>
<td>Writing is incomplete. Opportunity for extensive improvement offered. 1 point</td>
</tr>
<tr>
<td>B. Expresses substantiated opinions based on an understanding of the</td>
<td></td>
<td>Failure to complete assignment in any fashion. No opportunity for improvement</td>
</tr>
</tbody>
</table>

Music 121 Syllabus: 7
readings/videos/sound files. Specific evidence is supplied for opinions and conclusions

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points Available</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Check plus</td>
<td>3 Points</td>
<td></td>
</tr>
<tr>
<td>Check</td>
<td>2 Points</td>
<td></td>
</tr>
<tr>
<td>Check Minus</td>
<td>0-1 Point</td>
<td></td>
</tr>
<tr>
<td>Concerts</td>
<td>1 Point</td>
<td></td>
</tr>
</tbody>
</table>

Total Points Earned

Attendance and CP 25%

Grading Scale

95-100%    A
80-94%      B
70-79%      C
60-69%      D
Below 59%   F

3. Students are encouraged to strive to improve their work. This means you may resubmit an assignment to improve from a check minus to a check or a check to a check plus.

4. Class Participation constitutes 25% of your grade and includes successful achievement of the following:

* Coming to class prepared with completed homework assignments.
* Active participation in class activities such as discussions. I recognize that students can actively participate in class discussions even if the student is quiet and reluctant to speak in public.
* Student adheres to behavior guidelines outlined below.
* Present for and attentive to movies and/or documentaries we watch together in class.
* Present for and attentive to concert/performance videos we watch together in class.
* Present for and attentive to performances by guest artists.
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*Small group work.
*Ensemble work (Geographic Fugue)
*Participation in Homework Group
*Guidelines for Classroom Etiquette

Please:

- Do not talk while others are addressing the class
- Do not ask inappropriate questions stemming from ill-preparedness therefore wasting class time.
- Do not yawn loudly during class.
- Do not sleep during class
- Do not leave during class
- Do not be disrespectful or uncooperative toward your classmates or teacher
- Do not talk when music is playing
- Do not do homework for other classes during our class time
- Do not display any electronic device during class
- Do not engage in any behavior that would cause me to ask you to leave class or have security called to have you removed from class
- Do not plagiarize or lie

Any violation of the class participation guidelines will result in a one point deduction. Repeated violation of these guidelines will necessitate stronger punitive actions.

5. Students must attend a predetermined number of live music events during the semester. Each concert counts for one point. This will be discussed in class.

Disabilities

If you have a documented learning, psychological, or physical disability you may be entitled to reasonable academic accommodations or services. To request accommodations or services, contact the ASSIST office in Instructional Support Services. All students are expected to fulfill essential course requirements. The College will not waive any essential skill or requirement of a course or degree program.

Note: In emergency situations, alternate arrangements to this syllabus can be made. This syllabus is subject to change due to unforeseen circumstances.

Disability Access Center (DAC): The DAC was created to meet the needs of students with disabilities. The short-term goal is to help students successfully in their academic pursuits. Long-term, DAC services are designed to help students as they make the transition from college to work. Support services provided by DAC include, but are not limited to:

- Adapted Equipment
- Advocacy for students with disabilities
- Assistive Technology
- Computers
- Exam aid(s)
- Extended time for exams and quizzes
- Note-takers
- Print/software enlargement services
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- Referrals to the Wellness Center
- Sign language interpreters
- Test administration
- Text to speech conversions

Appointments are 15 minutes long. To book one, visit our front desk in 1435 or give us a call. Please bring your student ID. We also accept walk-ins.

Location: Room 1435, Main Building
Hours: Monday–Wednesday, 9am-5pm; Thursday, 9am-6pm; Friday, 9am-1pm
Contact: 773-907-4725

Campus Departments – Academic Support & Library

**Advancement Center**
Offers 1-on-1 50-minute appointments for tutoring in Adult Education: ESL Levels 1-8, GED Writing, GED Math (in English & Spanish), Citizenship, Constitution, and other needs of Adult Education students. Students can make appointments through GradesFirst, at our front desk, by phone, or you can walk-in. Also provides Conversation Groups for ESL Levels 1-8.
Location: Room 1440, Main Building
Hours: Monday & Tuesday: 10am-6pm, Wednesday & Thursday: 10am-5pm, Friday: 10am-3pm
Phone: 773-907-4785
Website: http://www.ccc.edu/colleges/truman/Pages/Search-Results.aspx?q=tutoring+center
Contact: Laura Cheatham, Director of Academic Support Services
lcheatham2@ccc.edu

**Library**
A full-service library with reference materials, periodicals, new releases, quiet study areas, rooms to practice speeches, and more. Librarians are always on hand to assist students with research or other academic needs.
Location: Room L625, Main Building
Hours: Monday–Thursday: 8:30am-9pm, Friday: 8:30am-4pm, Saturday: 8:30am-3:30pm
Phone: 773-907-4865
Website: [http://www.ccc.edu/colleges/truman/departments/Pages/Library-System.aspx](http://www.ccc.edu/colleges/truman/departments/Pages/Library-System.aspx)

**Math Center & CIS Lab**
Provides an open space to do math homework, emphasizing group study with roaming staff of tutors (adjunct instructors as well as student/peer tutors). One-on-one appointments are available for certain courses and circumstances. Computers, textbooks and calculators are available on site for student use. Also includes a drop-in computer lab with tutoring support for CIS classes and coursework as well as tutoring on general computer literacy and topics like CCC Email, GradesFirst, Brightspace, MS Office, and typing. No appointment needed.
Location: Room 1176, Main Building
Hours: Monday–Thursday: 9am-7pm, Friday & Saturday: 10am-3pm
Website: [http://www.ccc.edu/colleges/truman/departments/Pages/Math-Center.aspx](http://www.ccc.edu/colleges/truman/departments/Pages/Math-Center.aspx)
Phone: 773-907-6832
Contact: Cary Tucker, Coordinator
etucker10@ccc.edu

**Reading Center**
The Reading Center assists students in any class with reading, including understanding what you read, remembering what you read, thinking critically, and building vocabulary. Offers an open space with computers
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- to study or do homework with tutoring support, and 50-minute-long 1-on-1 appointments. Students can make appointments through GradesFirst, at our front desk, by phone, or you can walk-in.
- Location: Room 1220B, Main Building
- Hours: Monday–Thursday: 9am-7pm, Friday & Saturday: 10am-3pm
- Phone: 773-907-6827
- Website:http://www.ccc.edu/colleges/truman/departments/Pages/Reading-Center.aspx
- Contact: Jess Mahoney, Coordinator
  jmahoney6@ccc.edu

Science Center
Provides an open study space for students to receive group tutoring or one-on-one tutoring for science classes. Tutors are available for both one-on-one appointments, or drop-in tutoring. In this space students have access to models, computers, textbooks, whiteboards, and other materials to enhance the learning experience.
- Location: Room 177, Larry McKeon Building
- Hours: Monday–Thursday: 9am-7pm, Friday & Saturday: 10am-3pm
- Phone: 773-907-4355
- Website: http://www.ccc.edu/colleges/truman/departments/Pages/Science-Center.aspx
- Contact: Maria Suarez, Science Center Coordinator
  msuarez53@ccc.edu

Writing Center
We help with any writing assignment for any credit class (primarily English) as well as with resumes, cover letters, and personal statements. We offer 50-minute-long 1-on-1 appointments and can help with topics such as thesis statements, essay planning, and a variety of grammar issues. Students can make appointments on GradesFirst, by phone, or at our front desk. You can also walk-in if there is space, and you can work on our computers while you wait.
- Location: Room 1435, Main Building
- Hours: Monday–Thursday: 9am-7pm, Friday & Saturday: 10am-3pm
- Phone: 773-907-4387
- Website: http://www.ccc.edu/colleges/truman/departments/Pages/Writing-Center.aspx
- Contact: Toby Bengelsdorf, Writing Center Coordinator
  tbengelsdorf@ccc.edu

Campus Departments

Student Services
Feel free to include the following information in your syllabus for departments relevant to the students in your class.

- Advising
  Our academic advisors are highly trained professionals who can guide you from your first day as a student to graduation and beyond. Get to know your advisor and take advantage of the wide range of services they can provide. We can help you with registering for classes, if you’re struggling with current classes, are if you’re unsure about your education or career goals, or if you have any other issues or questions regarding your academic plan, financial aid, or campus involvement. Visit us in the McKeon Building today!
  - Location: Room 118, Larry McKeon Building
  - Hours: Monday–Wednesday: 9am-5pm, Thursday: 9am-6pm, Friday: 9am-1pm
  - Phone: 773-907-4000
  - Website: http://www.ccc.edu/colleges/truman/departments/Pages/Advising.aspx
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Contact: Allison Zures, Associate Dean of Student Services
azures@ccc.edu

Career Planning & Placement Center
The CPPC helps students make informed decisions about a career and job searches, helps with resumes, and assists students with transitioning into the workforce.
Location: Room 1946, Main Building
Hours: Monday–Wednesday: 9am-5pm, Thursday: 9am-6pm, Friday: 9am-1pm
Phone: 773-907-6303
Website: http://www.ccc.edu/departments/Pages/Career-Services.aspx
Contact: Meredith Gallo-Murphy, Director
mgallo-murphy@ccc.edu

Disability Access Center
The Disability Access Center provides coordination and supportive services for students with documented disabilities.
Location: Room 1435, Main Building
Hours: Monday–Wednesday: 9am-5pm, Thursday: 9am-6pm, Friday: 9am-1pm
Phone: 773-907-4737
Website: http://www.ccc.edu/colleges/truman/departments/Pages/Disability-Access-Center.aspx
Contact: Lauren Daley, Disability Access Center Director
ldaley @ccc.edu

Transfer Center
Truman College's Transfer Center provides one-hour workshops for all first-time college students to learn about the transfer process and finding the right major. You are required to attend the workshops before meeting with the Transfer Advisor and/or Director.
Location: Room 1220A, Main Building
Hours: Monday–Wednesday: 9am-5pm, Thursday: 9am-6pm, Friday: 9am-1pm
Phone: (773) 907-4724
Website: http://www.ccc.edu/colleges/truman/departments/Pages/Transfer-Resources.aspx
Contact: Cindy Luk, Transfer Center Director cluk@ccc.edu

Veterans Services
The Veterans Services Center is a centralized, on-site source of support and access to veterans-specific information and resources. Our Veterans Services teams are staffed by veterans and skilled professionals... so we understand the unique challenges our returning veterans face when making the transition from active duty military to college life. Not only do we provide one-on-one services, our Veterans Services Centers also provide a welcoming environment where veterans can meet and network with other veterans, relax, or study. We encourage you to take advantage of the services we provide.
Location: McKeon Building, Room 106
Hours: Monday–Wednesday: 9am to 5pm, Thursday: 9am to 6pm, Friday: 9am to 4pm
Website: http://www.ccc.edu/colleges/truman/departments/pages/veterans-services.aspx
Phone: 773-907-4833
Contact: Sean Heraty, Veterans Services Specialist sheryat@ccc.edu
Wellness Center
The Truman College Wellness Center provides mental health and other social services to support your personal well-being and academic success. This support includes personal counseling, support groups, stress and time management coaching, and connection to public benefits and community resources.
Location: Room 1946, Main Building
Hours: Monday–Wednesday: 9am-5pm, Thursday: 9am-6pm, Friday: 9am-1pm
Phone: 773-907-4786
Website: http://www.ccc.edu/colleges/truman/departments/Pages/Wellness-Center.aspx Contact: Dr. Carmen G. Perez, LCSW, Clinical Director, Wellness Center
cperez340@ccc.edu

HERE ARE THE FINAL BIG QUESTIONS;

How will you show me you have done the class reading when there have been no tests or quizzes on them – only discussion and you said nothing?

How will you DISTINGUISH yourself with your participation and work?

Humanities/Music Portfolio Guidelines

Generally defined, your portfolio represents the sum of your work for the course. It is a set of creative pieces collected together in a creative binder to show your relationship to the material we have covered in class. Notice that I have used the word “creative” twice in one sentence. I have done so for emphasis.

At the very least the portfolio should include (creatively):

- All class handouts
- Listening logs
- Class Assignments
- Web assignments
- Class notes

After these things, what you include shows the level of engagement you have in the class. Do not randomly print items from the Web to produce “filler” pages. What you include should show that you have spent some time investigating and researching a concept or topic outside of class which we have covered in class. It could also show that you were inspired to go beyond what we do in class. You are not limited, however, to what we do in class.

You should, finally, be proud of what you include in your portfolio. Again, it represents you and the sum of your work for the class.