Proposal Form For Addition And Revision Of Courses

1. Proposing College / School: Liberal Arts/Fine Arts
   Department: Music

2. Course Prefix and Number: MUSI 3160
   3. Effective Term: Fall 2012

4. Course Title:
   Percussion Literature
   Abbreviated Title (30 characters or less):
   Perc Lit

5. Requested Action:
   - Renumber a Course
   - Add a Course
   - Revise a Course

6. Course Credit:
   Contact/Group Hours | Scheduled Type (e.g.: Lab, Lecture, Practicum, Directed Study) | Weekly or Per Term? | Credit Hours | Anticipated Enrollment
   Maximum Hours (Repeatability): 2
   - Lecture
   Weekly 2 2 20
   Total Credit Hours: 2

7. Grading Type:
   - Regular (ABCDF)
   - Satisfactory/Unsatisfactory (S/U)
   - Audit

8. Prerequisites/Corequisites:
   Use “P:” to indicate a prerequisite, “C:” to indicate a corequisite, and “P/C:” to indicate a prerequisite with concurrency.
   P: BA in Music major or BM major and MUAP 2520 or departmental approval

9. Restrictions:
   List specific restriction in space above.
   - College
   - Major
   - Standing
   - Degree

10. Course Description:
    (20 Words or Less; exactly as it should appear in the Bulletin)
    An intensive study of the literature and materials for teaching and performing on percussion instruments

11. May Count Either:
    (Indicate if this particular course cannot be counted for credit in addition to another)
    - Program Type
    - Program Title
    - Requirement or Elective?
    - Major BA in Music elective
    - Major Bachelor of Music, Instrumental Option requirement

12. Affected Program(s):
    (Respond “N/A” if not included in any program; attach memorandum if more space is required)

13. Overlapping or Duplication of Other Units’ Offerings:
    (If course is included in any other degree program, is used as an elective frequently by other unit(s), or is in an area similar to that covered by another college/school, attach correspondence with relevant unit)
    - Applicable
    - Not Applicable
14. Justification:
New course requirement for proposed Bachelor of Music degree,
Instrumental option

(Include a concise, yet adequate rationale for the addition/revision of the course, citing accreditation, assessments (faculty,
graduate, and/or external) where applicable)

15. Resources:
Not Applicable

(Indicate whether existing resources such as library materials, classroom/laboratory space, and faculty appointments are
adequate to support the proposed addition/revision; if additional resources are required, indicate how such needs will be met,
referencing the appropriate level of authorization -- i.e.: Dean -- where necessary; if no additional resources or shifting of
resources will be necessary, respond "Not Applicable")

16. Student Learning Outcomes:
By the end of the semester, the student should be able to:
1. Demonstrate knowledge of literature and materials for use in
   instrumental music instruction
2. Demonstrate knowledge of literature and materials for use in
   performance
3. Utilize research methods in finding literature
4. Trace the development of percussion literature from a historical
   perspective
5. Analyze pieces using theoretical tools
6. Discuss the pedagogical value of various works
7. Articulate the knowledge learned in the format of a lecture recital (oral
   presentation and performance)

(State in measurable terms (reflective of course level) what students should be able to do when they have completed this course)

17. Course Content Outline:
15 Week Schedule
Week 1 Research Methods
  Trip to Library and Internet Resources
Week 2 List of library and internet resources due
  Discussion of Method books-keyboard, snare drum, timpani, drum set
Week 3 Survey of Method Books due
  Continuation of method book discussion
Week 4 Class Discussion of orchestral literature, excerpt instruments,
  major orchestras
  Sources of percussion excerpts
Week 5 List of Orchestral Excerpts due
  Listening to orchestral excerpts
Week 6 Class discussion of chamber ensembles (evolution of, sources,
  etc.)
Week 7 Class discussion and listening to ensemble literature
Week 8 Survey of ensemble music due
  Analysis project topics due, Methods of analysis for percussion music
Week 9 Discussion and listening to solo literature
Week 10 Analysis project outlines due
  Evolution of Solo literature throughout history
  Continuation of discussion and listening to solo literature
Week 11 Survey of Solo Literature due
  Discussion of analysis projects
Week 12 Analysis project (written analysis portion) due
Week 13 Presentations
Week 14 Presentations
Week 15 Presentations

(Provide a comprehensive, week-by-week breakdown of course content, including assignment due dates)

18. Assignments / Projects:
Assignments:
Research Methods: List sources in the AU Library that are helpful in finding literature for your instrument. Sources may include annotated bibliographies and periodicals. List internet sources that are useful in locating literature. Sites may include professional organizations, publishing companies, all-state lists, applied studio websites.


Survey of Ensemble Music: Complete a survey of standard chamber ensemble music for your instrument. List appropriate pieces for each level of playing (beginner, high school, college, graduate school). Group by number of performers and level of difficulty. Give a brief annotation of each work.

Survey of Solo Music: Complete a survey of solo music for your instrument. List appropriate pieces for each level of playing (beginner, high school, college, graduate school). Give a brief annotation of each work. Annotation should include musical period, compositional style, range, graded difficulty, performance problems.

List of Orchestral Excerpts: List important orchestral literature for your instrument. Include sources that you used to create your list. Include a list of orchestral excerpt books.

Analysis/Presentation: Complete a written analysis of a piece or movement of a standard work for marimba, vibraphone, timpani, or snare drum. Include a brief history of the composer and piece, discussion of form, and harmonic analysis if appropriate. Present your analysis to the class in the form of a lecture recital. Your discussion should be 15 minutes long, followed by your performance (with suitable accompaniment). This project should demonstrate mastery of the stated course outcomes and will take the place of a final exam for the course.

(List all quizzes, projects, reports, activities and other components of the course grade -- including a brief description of each assignment that clarifies its contribution to the course's learning objectives)

19. Rubric and Grading Scale:

Grading: For students whose class attendance and participation is satisfactory, grading will be based on 6 projects. The Analysis/Presentation will take the place of a final exam for the course. Assignments that are not received during the class period on the day that they are due will be penalized 5 pts for each late day (weekends excluded). If assignments are due on a class day that a student has an unexcused absence, the work must be turned in on the due date or late points will be assigned. If an absence is excused, the work is due on the next class meeting.

Grading Scale:
A = 90-100% 90-100 pts
B = 80-89% 80-89 pts
C = 70-79% 70-79 pts
D = 60-69% 60-69 pts
F = 0-59% 0-59 pts

There will be no unannounced quizzes.

Attendance Policy:
Students are expected to: 1) attend every class session; 2) be attentive and participate in class discussions; 3) be thoroughly prepared by having completed the assignments; and 4) take thorough notes. The importance of attending every class session cannot be stressed enough. In order to get
the most from the course, it is necessary to have regular attendance. Attendance is mandatory and will be taken at every session. Students are allowed two unexcused absences for the semester without consequence. Each subsequent unexcused absence will result in a 5-point deduction from the final semester grade. Two tardies equal one unexcused absence. Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for University classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. It is the student’s responsibility to follow the attendance guidelines contained in the Tiger Cub. In order to have an eligible absence excused, a student must present documentation to the instructor by the next class session following the end of the excused period. Students may withdraw from the course (with a W on the transcript) until mid-semester.

If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation (such as an H1N1 flu outbreak), the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials.

(List all components of the course grade — including attendance and/or participation if relevant — with point totals for each; indicate point totals and ranges or percentages for grading scale; for S/U grading, detail performance expectations for a passing grade)

20. Justification for Graduate Credit:

(Included a brief statement explaining how the course meets graduate educational standards (i.e.: rigorous standards for evaluation, development of critical thinking and analytical skills, etc.))

(Included below are standard statements regarding course policies. If necessary, a statement may be altered to reflect the academic policies of individual faculty members and/or the academic unit or department, provided that there is no conflict with the Tiger Cub, Faculty Handbook, or any existing university policy.)

POLICY STATEMENTS

Attendance: Although attendance is not required, students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence.

Excused Absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for University classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request, and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the Tiger Cub for more information on excused absences.

Make-Up Policy: Arrangement to make up a missed major examination (e.g.: hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absence(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up exams will be arranged during the last three days before the final exam period begins.

Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the Tiger Cub will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

Disability Accommodations: Students who need special accommodations in class, as provided for by the Americans With Disabilities Act, should arrange for a confidential meeting with the instructor during office hours in the first week of classes (or as soon as possible if accommodations are needed immediately). The student must bring a copy of their Accommodation Letter and an Instructor Verification Form to the meeting. If the student does not have these forms, they should make an appointment with the Program for Students with Disabilities, 128B Haley Center, 844-2006 (V/TT).