Proposal Form For Addition And Revision Of Courses

1. Proposing College / School: CLA
   Department: Music

2. Course Prefix and Number: MUSI 2740
   3. Effective Term: Su 2014

4. Course Title:
   Abbreviated Title (30 characters or less):
   Survey of Popular Music
   Survey of Pop Music

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

6. Course Credit:
   | Maximum Hours (Repeatability): | 3 |
   | Contact/Group Hours | 3 |
   | Scheduled Type (e.g.: Lab, Lecture, Practicum, Directed Study) | Lecture |
   | Weekly or Per Term? | weekly |
   | Credit Hours | 3 |
   | Anticipated Enrollment | 50 |
   | Total Credit Hours | 3 |

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

8. Prerequisites/Corequisites:
   None

9. Restrictions: List specific restriction in space above.

10. Course Description:
    (20 Words or Less; exactly as it should appear in the Bulletin)
    A survey of popular music styles from the late 19th century to the present day. No previous music training required.

11. May Count Either:
    (Indicate if this particular course cannot be counted for credit in addition to another)

12. Affected Program(s):
    (Respond "N/A" if not included in any program; attach memorandum if more space is required)
    | Program Type (e.g.: minor, major, etc.) | N/A |
    | Program Title (e.g.: MS in Chemistry, Performance Option, Minor in Art) | |
    | Requirement or Elective? (required or optional?) | |

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:
The addition of this fine arts survey course will provide a course of great interest to our general student population. Subsequent to approval of this course, we will seek core fine arts status for this course.

(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:
Current resources are sufficient to meet the needs of this course.

(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:
The course will provide a survey of important popular music styles within a chronological overview of their history and tools for analysis of this music from stylistic, social and political perspectives. Because this music has been largely disseminated through recordings as well as printed music, special attention will be paid to the history of the recording industry and the analysis of recorded music.

1. Students will demonstrate an understanding of the major styles of popular music from the late 19th century to the present day.
2. Students will demonstrate the ability to identify the stylistic traits of important popular music styles.
3. Students will demonstrate an understanding of the relationship between these musical styles and society.
4. Students will demonstrate the ability to communicate effectively about musical styles, performance, or compositions using appropriate terminology.

This course will address General Education Goal #7: Aesthetic Appreciation and Engagement

Student Learning Outcome 11: Students will understand and appreciate the arts and aesthetics as ways of knowing and engaging with the world

Measure 1: Develop and articulate criteria for aesthetic judgment.
Measure 2: Understand how various art forms and/or works of art both reflect and inform society at large historically and/or in the present.
Measure 3: Be able to study, create or participate in some form of artistic expression as a means of understanding the creative process.

(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:
Schedule for Summer Term
Week 1 Introduction to course and course policies, themes of popular music
- 19th and early 20th century song and dance; rise of the phonograph
- Dance crazes; early jazz and dance bands
- Tin Pan Alley and the Great American Songbook
- Race Records and Blues

Week 2 Test 1
- Hillbilly records; early Country and Western
- Swing Era Big Bands
- Swing Era C&W, Latin

Week 3 Test 2
- Postwar Pop Singers, Folk Music, Latin Dance Crazes
- Rhythm and Blues, Country
- Early Rock 'n' Roll

Week 4 Test 3
- Brill Building and Motown
- Song project I due
- Beatles vs. the Beach Boys
1960s Soul, Country, and Folk
San Francisco and the Rise of Guitar Heroes
Concert Report due
Week 5 Test 4
70s Rock and Pop
Disco, Reggae, and Salsa
Punk, Funk, and Hip-Hop
The MTV Era, Contemporary Dance Music (Hip-Hop, Techno)
Alternative and World Music
Song project II due

FINAL EXAM - during scheduled final exam period.

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

18. Assignments / Projects:

Tests (500 pts)
There will be five tests (100 pts. each), as scheduled on the syllabus; the last will take place during final exams. The tests will cover material from the textbook, assigned outside readings, listening assignments, and all material that is presented in class. They are not cumulative; however, the study of musical style and development is, therefore key concepts will carry over from test to test. Tests may include these question types: listening ID, multiple choice, short definitions, and short essays. In addition, students will be asked to write short descriptive analyses for several pieces heard in the listening ID portion. These must be specific to the chosen pieces and they must use musical terminology in a precise, detailed way.

Song Projects (300 pts)
There are two song projects (150 pts. each). Students will select two songs: one song in a rock style and one song in any style other than rock.

For each the student will:
1. Write a listening guide using the listening guides studied as a model.
2. List the date and genre, and provide descriptions of what to listen for in terms of melody, rhythm/meter, harmony, form, expression, performing forces, and text, using the concepts and terminology learned in class.
3. Describe the ways in which the music depicts the meaning or images in the text. If the text is in a language other than English, provide a translation.
4. Describe the ways in which the music is indicative of societal influence or cultural values as appropriate.
5. Provide a link to an audio or video recording of each piece, with timings corresponding to the sections of the music you wish to highlight.

Concert Report (200 pts)
Students will write a report on a live concert or "virtual" concert. The instructor must approve the concert in advance. The report is due at the end of Week 4 of the class.

Students are expected to write in a clear, effective, interesting, and professional-quality manner and will be graded on their ability to achieve these standards. Each report should demonstrate the student's ability to convey the following components:

1. Musical terms (students should incorporate terms and concepts learned from the course).
2. Aesthetic judgment (students should demonstrate an ability to exercise aesthetic judgment by conveying their own critical reflection and/or appreciation of the music and concert experience).
3. Discernment of musical quality (students should demonstrate critical
Listening skills and a mastery of the course material to discuss matters of quality concerning the compositions, performances, performers, genres and the like.

4. Accuracy and depth of information or musical analysis (students should not only convey accurate information, but should also demonstrate an ability to write in depth about the music or particular aspects of the music akin to musical analysis).

5. Pertinent background information about the musical group or artist.

6. Information about the music (why/when it was written).

7. Important characteristics of the music (discussion of elements-melody, harmony, instrumentation, dynamics, etc.).

8. Your general impression (likes and dislikes) of the music.

9. Please include any references you used in a reference list at the end of the report.

(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 and ASSIGNMENTS:

All work will be graded according to this scale:
A: Superior (90% - 100%) = 900 - 1000 pts.
B: Good (80% - 89%) = 800 - 899 pts.
C: Acceptable (70% - 79%) = 700 - 799 pts.
D: Passing (60% - 69%) = 600 - 699 pts.
F: Failing (below 60%) = 0 - 599 pts.

1000 total points are available in this course:
Tests: 500 pts.
Song Projects: 300 pts.
Concert Report: 200 pts.

Attendance will affect your final grade as specified in the attendance policy below.

Class Participation
Although you will not be formally graded on your class participation, students who are actively engaged in class discussion generally achieve better results on tests and exams.

There will be no unannounced quizzes.

Attendance
You are expected to attend all class sessions in accordance with the Policy on Class Attendance found in the Student Policy eHandbook. 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.
Each unexcused absence will lower your final course grade by 3 points. You are responsible for all material covered in class, including classes in which you were absent. It is your responsibility to arrange to make up any assignment or test missed due to an excused absence within one week of your return to class. Late assignments due to unexcused absences will be given half credit if turned in the day you return to class. Missed tests due to unexcused absences will be given the day you return to class.

Withdrawals:
The student may withdraw from this class without penalty by mid-semester. A "W" will appear on the student’s transcript.

Academic Honesty Policy
All portions of the Auburn University Student Academic Honesty Code (Title XII) found in the Student Policy eHandbook will apply to this class. 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.

Classroom Behavior Policy
The AU Policy on Classroom Behavior is strictly followed in the course; please refer to the Policy on Classroom Behavior found in the Student Policy eHandbook.

Emergency Contingency Statement
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.

Accommodations
Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to make an individual appointment with the instructor during the first week of classes—or as soon as possible if accommodations are needed immediately. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT)

(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: N/A

(Include 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 Student Policy eHandbook, 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 consult the Student Policy eHandbook 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 Student Policy eHandbook 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 accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2396 (V/TT).
Approvals

Department Chair / Head

Date

College / School Curriculum Committee

Date

College / School Dean

Date

Dean of the Graduate School (for Graduate Courses)

Date

Assoc. Provost for Undergraduate Studies (for Undergraduate Courses)

Date

Contact Person: Sara Lynn Baird  Telephone: 334-844-4165

E-Mail Address: slbaird@auburn.edu  Fax: 334-844-3168
SURVEY OF POPULAR MUSIC
MUSI 2740
COURSE SYLLABUS

Faculty Information: TBA
Office:
Office hours:
E-mails will be answered promptly.

This course fulfills requirements for the following general education goal and Student Learning Outcome (SLO):

General Education Goal #7: Aesthetic Appreciation and Engagement

SLO 11: Students will understand and appreciate the arts and aesthetics as ways of knowing and engaging with the world.
Measure 1: Develop and articulate criteria for aesthetic judgment.
Measure 2: Understand how various art forms and/or works of art both reflect and inform society at large historically and/or in the present.
Measure 3: Be able to study, create or participate in some form of artistic expression as a means of understanding the creative process.

COURSE DESCRIPTION: A survey of popular music styles from the late 19th century to the present day. No previous music training required.

COURSE OBJECTIVES: The course will provide a survey of important popular music styles within a chronological overview of their history and tools for analysis of this music from stylistic, social and political perspectives. Because this music has been largely disseminated through recordings as well as printed music, special attention will be paid to the history of the recording industry and the analysis of recorded music.

1. Students will demonstrate an understanding of the major styles of popular music from the late 19th century to the present day.
2. Students will demonstrate the ability to identify the stylistic traits of important popular music styles.
3. Students will demonstrate an understanding of the relationship between these musical styles and society.
4. Students will demonstrate the ability to communicate effectively about musical styles, performance, or compositions using appropriate terminology.


ADDITIONAL READINGS: These will be on reserve in RBD Library or available electronically.
LISTENING ASSIGNMENTS: The required text comes with two CDs from which the bulk of your listening assignments will be drawn. Others will be available from ITunes as an IMix that I will assemble. They may also be available to download from other sources. The required listening list will comprise items that you will be tested on.

TESTS: (500 pts.)
There will be five tests (100 pts. each), as scheduled on the syllabus; the last will take place during final exams. The tests will cover material from the textbook, assigned outside readings, listening assignments, and all material that is presented in class. They are not cumulative; however, the study of musical style and development is, therefore key concepts will carry over from test to test. Tests may include these question types: listening ID, multiple choice, short definitions, and short essays. In addition, students will be asked to write short descriptive analyses for several pieces heard in the listening ID portion. These must be specific to the chosen pieces and they must use musical terminology in a precise, detailed way.

SONG PROJECTS: (300 pts.)
There are two graded song projects (150 pts. each). Students will select two songs: one song in a rock style and one song in any style other than rock. For each, the student will write a listening guide using the listening guides studied as models. The listening guide should include the following:
• The date and genre of the song
• Descriptions of what to listen for in terms of melody, rhythm/meter, harmony, form, expression, performing forces, and text, using the concepts and terminology learned in class
• A description of the ways in which the music depicts the meaning or images in the text. If the text is in a language other than English, provide a translation.
• A description of the ways in which the music is indicative of societal influence or cultural values, how the song impacts society and culture, how the song fits into the historical context, and how the song influenced or is influenced by other art forms as applicable.
• A link to an audio or video recording of each piece, with timings corresponding to the sections of the music you wish to highlight.

CONCERT REPORT (200 pts.)
Students will write a report on a live concert or “virtual” concert. The instructor must approve the concert in advance. The report is due at the end of Week 4 of the class.

Students are expected to write in a clear, effective, interesting, and professional-quality manner and will be graded on their ability achieve these standards. Each report should demonstrate the student’s ability to convey the following components:
1. Musical terms (students should incorporate terms and concepts learned from the course).
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performances, performers, genres and the like).
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   accurate information, but should also demonstrate an ability to write in depth about the music
   or particular aspects of the music akin to musical analysis).
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7. Important characteristics of the music (discussion of elements-melody, harmony,
   instrumentation, dynamics, etc.).
8. Your general impression (likes and dislikes) of the music.
9. Please include any references you used in a reference list at the end of the report.

GRADING: The grades will be distributed as follows:
A: Superior (90-100%) = 900-1000 pts.
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1000 Total points are available in this course
Tests: 500 pts.
Song Projects: 300 pts.
Concert Report: 200 pts.

Attendance will affect your grade as specified in the attendance policy below.
There will be no unannounced quizzes.

Class Participation
Although you will not be formally graded on your class participation, students who are actively
engaged in class discussion generally achieve better results on tests and exams.

Materials
You must bring your textbook to every class. A suitable grace period to cover shortages at the
bookstores will be in effect until the end of the first full week of classes.

Electronic Devices
Audio taping of lectures is permitted only for students who have permission from the Program
for Students with Disabilities. All portable communication devices (cell phones, PDAs, etc.)
must be turned off and stored away from your desk while you are in class.

Attendance Policy
You are expected to attend all class sessions in accordance with the Policy on Class Attendance
found in the Student Policy eHandbook at http://www.auburn.edu/studentpolicies. 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.

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The student may withdraw from this class without penalty by mid-semester. A “W” will appear on the student’s transcript.

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https://sites.auburn.edu/admin/universitypolicies/Policies/AcademicHonestyCode.pdf

Classroom Behavior Policy
The AU Policy on Classroom Behavior is strictly followed in the course; please refer to the Policy on Classroom Behavior found in the Student Policy eHandbook at http://www.auburn.edu/studentpolicies.

Emergency Contingency Statement
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.

Accommodations
Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to make an individual appointment with the instructor during the first week of classes – or as soon as possible if accommodations are needed immediately. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT)
15-week schedule

Week 1  Introduction to course and course policies. Themes of American Popular Music.
Week 2  19th and early 20th century song and dance; rise of the phonograph. Dance crazes; early jazz and dance bands.
Week 3  Tin Pan Alley and the Great American Songbook
Week 4  Test 1
Race Records and Blues
Week 5  Hillbilly records; early Country and Western; Swing Era Big Bands
Week 6  Swing Era C&W, Latin
Test 2
Week 7  Postwar Pop Singers, Folk Music, Latin Dance Crazes, Rhythm and Blues, Country
Week 8  Early Rock ‘n’ Roll
Week 9  Test 3
Song project I due
Brill Building and Motown
Week 10  Beatles vs. the Beach Boys
Week 11  1960s Soul, Country, and Folk; San Francisco and the Rise of Guitar Heroes
Week 12  Test 4
70s Rock and Pop
Week 13  Disco, Reggae, and Salsa; Punk, Funk, and Hip-Hop
Week 14  The MTV Era, Contemporary Dance Music (Hip-Hop, Techno)
Concert Report due
Week 15  Alternative and World Music
Song project II due

FINAL EXAM (Test 5): Will be held at the University-specified date/time during exam week

All items on this schedule are subject to revision.