Course Inventory Change Request

New Course Proposal

Date Submitted: 08/12/14 3:29 pm

Viewing: MUSI 2743: Survey of Popular Music

Last edit: 11/18/14 10:26 am

Changes proposed by: GOLDSHA

Submitter: User ID: SLB0024 Phone: 4-4165

Proposing College/School: College of Liberal Arts

Department: Music

Effective Term: Fall 2014

Subject Code: Music (MUSI)

Course Number: 2743

MUSI 2740, currently offered only in Summer Semester, satisfies Fine Arts Core requirements. Offering it online would allow more students to enroll, since students are often off campus during summers. Since the content relies heavily on media accessed through the internet (music, video, etc.), conversion to an online format is easily done.

Proposing College/School: College of Liberal Arts

Justification for new course:

Course Title: Survey of Popular Music

Abbreviated Title: Survey of Popular Music

<table>
<thead>
<tr>
<th>Schedule Type</th>
<th>Contact/Group Hours</th>
<th>Weekly Or Per Term?</th>
<th>Credit Hours</th>
<th>Anticipated Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distance Learning</td>
<td>3</td>
<td>Per Term</td>
<td>3</td>
<td>30</td>
</tr>
</tbody>
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Course Credit:

In Workflow

1. MUSI Chair
2. LA Undergraduate Curriculum Committee Chair
3. LA Editor
4. LA Associate Dean
5. DistanceEducation1
6. DistanceEducation2
7. Coordinator Curriculum Management
8. University Curriculum Committee Chair
9. Coordinator Curriculum Management

Approval Path

1. 08/12/14 4:34 pm SLB0024: Approved for MUSI Chair
2. 09/19/14 2:38 pm SUTTODA: Rollback to MUSI Chair for LA Undergraduate Curriculum Committee Chair
3. 09/24/14 11:01 am SLB0024: Approved for MUSI Chair
4. 09/29/14 3:23 pm SUTTODA: Approved for LA Undergraduate Curriculum Committee Chair
5. 09/29/14 3:55 pm LWC0003: Approved for LA Editor
6. 11/13/14 4:32 pm ISRAECA: Approved for LA Associate Dean
7. 11/18/14 10:26 am SZC0024: Approved for DistanceEducation1
8. 11/18/14 10:55 am
Can the course be repeated? No
Total Credit Hours: 3

Grading Type: Standard Grades

Prerequisites: none

Prerequisite Courses:

Corequisites:

Restrictions:

Admin Restrictions:

Course Description: Fine Arts Core. Survey of popular music styles from the late 19th century to the present day. No previous music training required.

May Count Either: MUSI 2740 - Survey of Popular Music or MUSI 2743 - Survey of Popular Music

Affected Program(s):

<table>
<thead>
<tr>
<th>Program Type</th>
<th>Program Title</th>
<th>Requirement or Elective?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major</td>
<td>Core</td>
<td>Elective</td>
</tr>
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Overlapping or Duplication of Other Units' Offerings: No

Resources

Existing resources are adequate.

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.

Course Objectives/Outcomes

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.

Is this course considered University Core?
Yes

Which Student Learning Outcomes are achieved?
SL11 Aesthetics

How would outcomes be assessed?
Competency in these measures is assessed by student mastery of basic elements of music, expression of aesthetic judgment, understanding of the relationship of music to other art forms, knowledge of historical and cultural development of music, and study of music performance in order to understand the creative process.

Random samples of written concert reports will be reviewed annually by the Music Department Assessment Committee against a rubric of expected outcomes.

Attached Rubric(s):
Rubric NEW Evaluation of MUSI Core Concert Reports.pdf

WEEK 1

Introduction to course and course policies; themes and streams of American popular music.

Read Starr/Waterman pp. 1-44. Listen to assigned songs from playlist.

Watch Melody and Rhythm video lectures.

Take musical category survey (ungraded)

WEEK 2

Nineteenth and early Twentieth Century popular music.

Read Starr/Waterman 45-72. Listen to assigned songs/videos from playlist.

Complete Melody/Rhythm Identification Assignment.

WEEK 3

Dance Music and Jazz, 1917-1935.

Read Starr/Waterman pp. 73-104. Listen to assigned songs/videos from playlist.
Watch Form and Harmony video lectures.

Take Test No. 1.

WEEK 4

Tin Pan Alley and the “standard.”

Read Starr/Waterman pp. 105-124. Listen to assigned songs/videos from playlist.

Turn in Listening Guide 1.

WEEK 5

Race Records and Hillbilly Music.


Participate in Mainstream/Outsiders discussion.

Turn in Biography 1.

WEEK 6


Turn in Listening Guide 2.

WEEK 7

Postwar Pop Singers, Folk Music, Latin Dance Crazes, Rhythm and Blues, Country and Western 1946-1954.

Read Starr/Waterman, pp. 199-239. Listen to assigned songs/videos from playlist.

Participate in Women of Rhythm and Blues discussion.

Take Test 2.

WEEK 8


Read Starr/Waterman pp. 240-283. Listen to assigned songs/videos from playlist.

Watch Rock 'n' Roll video lecture.

WEEK 9

American Pop in the early Sixties; Beach Boys vs. The Beatles.

Listen to assigned songs/videos from playlist.

Watch Beatles video lecture.

WEEK 10

1960s Country, Soul, and Folk; San Francisco, guitar heroes, and the album as art.

Read Starr/Waterman pp. 322-367. Listen to assigned songs/videos from playlist.

Turn in Listening Guide 3.

WEEK 11

1970s Rock, Pop, and Disco.

Read Starr/Waterman pp. 368-407. Listen to assigned songs/videos from playlist.

Participate in Sixties artistic legacy discussion.

Take Test 3.

WEEK 12


Read Starr/Waterman pp. 408-444. Listen to assigned songs/videos from playlist.

Concert Report Assignment due.

Turn in topics for World Popular Music assignment.

WEEK 13

MTV and the 1980s.

Read Starr/Waterman pp. 450-490. Listen to assigned songs/videos from playlist.

Watch Technology video lecture.

Participate in technology discussion.

Turn in Listening Guide 4.

WEEK 14

Hip-hop to Rap to Techno plus various Alternatives.

Read Starr/Waterman pp. 491-541. Listen to assigned songs/videos from playlist.

Turn in Biography 2.
WEEK 15

Conclusion

Read Starr/Waterman pp. 542-565. Listen to assigned songs/videos from playlist.

Turn in World Popular Music paper.

FINAL EXAM: Test 4

Melody/Rhythm Assignment:

Students will demonstrate their knowledge of material presented in the Melody and Rhythm video lectures by listening to MP3s of selected songs and answering relevant questions. Audio files will be posted to Canvas. 5%

Concert Report Assignment:

This will be 3-4 typewritten 8 1/2 x 11 pages, formatted with 1" margins, 12 point font, and double spaced. It will be e-mailed as a Word document. Students will attend a performance that includes any of the types of popular music discussed in the text. They will then write a report on the music played, its stylistic traits, the venue in which the event took place, etc. Students will need to provide proof of attendance in the form of a printed program, ticket stub, receipt, musician’s autograph/phone number, etc. Proof of attendance can be scanned or emailed. Suitability of events will be determined in consultation with student.

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. The report should demonstrate the student’s ability to convey the following components: 1) Musical terms- Incorporate terms and concepts learned from the course in your writing; 2) Historical context of the various works of music used in the performance; 3) Influence of society on the various musical works performed on the concert; 4) Aesthetic judgment - Describe the listening experience with a critical reflection and appreciation of the music and concert experience. Describe your general impression (likes and dislikes) and how you were affected by each piece of music. Use concepts learned in class to describe your experience. 10%

World Popular Music Assignment:

This is a 6-8 pp. survey of popular music in a country other than the United States. Final papers, as well as any preliminary versions turned in, must be double-spaced, formatted on 8 1/2" by 11" paper, using a typeface no larger than 12 points, and with 1" margins. Papers will be emailed as a Word document. Using the definition of popular music agreed upon at the
Beginning of class and avoiding lengthy discussions of classical or traditional music, the student will list and describe major genres of popular music, including influences on the genre, stylistic traits, connections to other music, influence/popularity of the genre in other countries, and other pertinent details specific to the country whose music you are describing. Papers should refer to specific artists and songs (if appropriate). An appendix will list and briefly describe three songs that would be best introduction to the music under discussion. 15%

Listening Guides:

Using the Listening Guides in the text as models, students will create their own for four songs chosen from Spotify playlists listed on Canvas. These guides will include formal outlines, historical information about the recording, and stylistic descriptions. Each guide will be 400-500 words. 20%

Biographies:

Students will write two biographies of important figures from the history of popular music, chosen from the figures contained in the text and lectures. Each will be 400-500 words, and will include a timeline of their career, as well as a list of their three most important recordings or compositions. 10%

Discussions:

Four discussion topics will be posted on Canvas. For each topic, the class will be divided into groups of ten or less. After posting, each student must respond to two others in their group. The four topics concern broad issues that relate musical composition and performance to larger issues in society, including race/gender/sexuality and technology. Posts should be at least 200 words. Guidelines for discussion etiquette will be posted and followed. 10%

Tests:

There will be four tests. The fourth test will be the final exam given during the final exam period. Each test will consist of 50 multiple choice questions. Tests will cover basic concepts from readings and listening assignments. 30%

Rubric and Grading Scale

A=90-100
B=80-89
C=70-79
D=60-69
# Supplemental Information For Addition Of Distance Education Course

## Justification for DE Delivery

MUSI 2740, currently offered only in Summer Semester, satisfies Fine Arts Core requirements. Offering it online would offer more students the opportunity to enroll, since students are often off campus during summers. Since the content relies heavily on media accessed through the internet (music, video, etc.), conversion to an online format is easily done. Distance learning will allow motivated students to advance through their course of study at a brisker pace. The distance learning option will provide more flexibility in scheduling classes - both for the student and the department. It will also contribute to the department's desire to be in accordance with the university's strategic plan.

## Access to Resources

Online resources will be available through the current course management system.

## Required Text:


## Course Content Delivery

Students are expected to complete daily readings from the text. Other support material provided on Canvas for each module includes PowerPoint slides provided by the textbook publisher, listening selections contained in Spotify playlists, videos available via YouTube links, and proprietary video lectures. Students will also have access to the companion web site that includes outlines, practice quizzes, definitions of terms, and short biographies. Information for the module will be posted prior to the weekly schedule so that students may work ahead of due dates.

## Course Interaction

Interaction between students and instructor is effected through:

- Postings of readings, assignments, and instructions on Canvas.
- Discussion projects: Four discussion topics will be posted on Canvas. For each topic, the class will be divided into groups of ten or less. After posting, each student must respond to two others in their group. The four topics concern broad issues that relate musical composition and performance to larger issues in society, including race/gender/sexuality and technology. Posts should be at least 200 words. Guidelines for discussion etiquette will be posted and followed.
- Class blog: Students may post general questions about the
course which may be answered by other students or the instructor. With student permission, the instructor may post also questions and answers from student e-mails for the class as a whole.

Attachments

SUTTODA (09/19/14 2:38 pm): Rollback: Committee Concerns:
[1] Course Schedule is set for 10 weeks. UCC will require it to be formatted for 15 weeks. Will need to adjust statements under Assignments/Projects in coordination with changes made to the schedule.
[2] Contact/Group Hours should be 3

SZC0024 (11/18/14 10:26 am): Overall course design looks promising. One thought might be to clarify whether or not the exams are timed and un-proctored in Canvas or if proctoring is necessary. This is an implementation detail the department can work out closer to the offering period.