



Proposal Form For Addition And Revision Of Courses

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

2. Course Prefix and Number: MUSI 7220
3. Effective Term: Fall 2015

4. Course Title: American Art Music
Abbreviated Title (30 characters or less): American Art Music

5. Requested Action:
Radio buttons for: Renumber a Course, Add a Course, Revise a Course. Includes fields for Current Course Number, Proposed Course Number, and Type of Revision.

6. Course Credit: Table with columns: Contact/Group Hours, Scheduled Type, Weekly or Per Term?, Credit Hours, Anticipated Enrollment. Includes a Total Credit Hours field.

7. Grading Type: Radio buttons for Regular (ABCDF), Satisfactory/Unsatisfactory (S/U), Audit.

8. Prerequisites/Corequisites: Text box containing 'P: Admission to Graduate School; Music or Music Education major'.

9. Restrictions: List specific restriction in space above. Checkboxes for College, Major, Standing, Degree.

10. Course Description: Text box containing 'Survey of American art music from colonial times until the present.'

11. May Count Either: Two empty boxes with 'or' between them. Note: (Indicate if this particular course cannot be counted for credit in addition to another)

12. Affected Program(s): Table with columns: Program Type, Program Title, Requirement or Elective? Rows include Major, M.Ed. in Music Education, Ed. S and Ph.D in Music Education.

13. Overlapping or Duplication of Other Units' Offerings: Radio buttons for Applicable, Not Applicable. Note: (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)

14. Justification:

This course has been taught as a Special Topics course to serve the Music Education graduate program. Because it is taught as part of a regular course rotation, we need to assign it a regular course number. We request to replace MUSI 7220 Seminar in American Music with this course. MUSI 7220 Seminar in American Music has not been taught for many years, so we are not including a course syllabus for that 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:

No additional resources are needed.

(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:

This course is a survey of American art music in the United States from colonial times until the present. The course is organized chronologically and includes a wide of variety of musical styles and concepts that have impacted American culture. Course work includes reading and discussion, listening, compositional analysis, written exams, writing assignments, and class presentations.

By the end of the semester, students will:

1. Demonstrate knowledge of characteristics, changes, and consistencies of American musical styles from colonial times to the present.
2. Demonstrate knowledge of American cultural influences on music and music's influence on American culture from colonial times to the present.
3. Demonstrate ability to aurally identify specific American musical styles, composers, and compositions and the time period from which they originated.
4. Demonstrate ability to communicate through academic writing and presentation: evaluations, analysis, research, and opinions of American musical styles, compositions, composers, and/or historical events.

(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:

Required Texts:

Crawford, Richard. An Introduction to America's Music, New York: W.W. Norton, 2001.

Recordings for An Introduction to America's Music, 3 CD Set.

15-week schedule

This schedule can be adjusted to fit a 5 or 10 week term.

Week 1 Discussion of Course Syllabus

Understanding American Music, Ballads and Borrowed Tunes

Reading: Crawford: ix – xiv (preface), Chapter 4

Listening: CD 1/6-9

Week 2 Sacred Music, Psalmody, and Billings

Reading: Chapters 2, 3, 7, 9

Listening: CD 1/1-5, 10, 12

African American Music in Early America

Reading: Chapters 5, 6

Listening: CD 1/9

Week 3 Lowell Mason and Music Education

Reading: Chapter 8

Listening: CD 1/10

Theater, Opera, and the Minstrel Stage

Reading: Chapters 10, 11

Listening: 1/11, 14-15

Week 4 Music in the Parlor

Reading: Chapters 12, 13

Listening: 1/16-19

Exam 1

Week 5 Band, Orchestras, and Classical Music

Reading: Chapters 14, 15

Listening: 1/20

Research Paper Topics due

Week 6 19th Century American Composers

Reading: Chapters 16, 17, 18, 19

Listening: 1/21-24

19th Century American Influences

Reading: Chapters 1, 20-22

Listening: 1/25-20, 2/1

Week 7 Outline of Research Paper due

Discussion of Research Paper (Format and Writing Style)

Turn of the Century American Music Influences

Reading: Chapters 24, 25

Listening: 2/2-6

Week 8 Early Jazz

Reading: Chapter 26, 27

Listening: 2/7-12

Exam 2

Week 9 Art Music from the Roaring 20s through the Depression

Reading: Chapter 28

Listening: 2/13-15

20's and 30's Folk and Jazz

Reading: Chapters 29, 30, 31

Listening: 2/16-21, 3/1

Week 10 Musicals on Stage and Screen

Reading: Chapters 32

Listening: 3/3-5

Post-War Classical Music and American Musical identity

Reading: Chapters 33-35

Listening: 3/6-11

Week 11 1950s and 60s Jazz and Broadway

Reading: Chapter 36

Listening: 3/12-14

1950s and 60s Pop Music Trends

Reading: Chapters 37-38

Listening: 3/15-16

Week 12 Contemporary Art Music Trends

Reading: Chapters 39-40

Listening: 3/17-20

Exam 3

<p>Week 13 Paper due Class presentations</p> <p>Week 14 Class presentations</p> <p>Week 15 Class presentations</p>

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

18. Assignments / Projects:

<p>Assignment Descriptions</p> <p>Exams (200 pts. each): Students will be given 3 scheduled exams intended to evaluate knowledge of completed reading and lecture material. Exams will consist of multiple choice, short answer, essay questions, and a listening component. The schedule of the exams can be found in the 15-week schedule.</p> <p>Research project (400 pts.): The research project will consist of a paper and class presentation. The paper will be worth 75% and the class presentation 25% of the total project grade. The research project will substitute for the final exam in this course.</p> <p>Students will select an original American musical compositions (to be approved by the instructor) and will be expected to use knowledge from music theory, history, and conducting courses to complete a written theoretical and historical analysis of the work. The paper should have four sections: 1) composer biography, 2) historical context of the piece, 3) theoretical analysis of the work in the following order (melody, rhythm, harmony, texture, orchestration, form), and 4) performance challenges.</p> <p>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 paper should be typed, double-spaced, and 8-10 pages in length. References used should be included in a reference list at the end of the paper. The paper will be worth 300 pts.</p> <p>Students will give a 30-minute oral presentation of their research during the last three weeks of the semester. The presentation should include PowerPoint slides and audio/visual resources (with links if applicable). In addition, a study guide should be prepared to hand out to the class.</p>

(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:

<p>Grading scale:</p> <p>A = 90-100% (900-1000 pts.)</p> <p>B = 80-89% (800-899 pts.)</p> <p>C = 70-79% (700-799 pts.)</p> <p>D = 60-69% (600-699 pts.)</p> <p>F = 0-59% (0-599 pts.)</p> <p>Grade components: 3 Exams (200 pts. each) 600 pts. 60%</p> <p>Research Project 400 pts. 40%</p> <p>Total 1000 pts. 100%</p> <p>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.</p> <p>Attendance will affect your grade as specified in the attendance policy found below.</p>

You may withdraw (with a grade of W) prior to the semester midterm date found in the University calendar.

Attendance Policy

This course adheres to the University Policy on Class Attendance found in the Student Policy eHandbook at <http://www.auburn.edu/studentpolicies>. Students are expected to (1) attend every class session; (2) be attentive and non-disruptive during class discussions; (3) be thoroughly prepared for class by having previously completed the assigned material; and (4) take thorough notes. The importance of attending every class cannot be stressed enough. In order to get the most from the course, it is necessary to have regular attendance. Therefore, attendance is mandatory and will be taken at every session. Each unexcused absence results in a 3-percentage point deduction from the final term grade. Two tardies equal one unexcused absence.

It is the student's responsibility to follow the attendance guidelines contained in the University Policy on Class Attendance. 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. 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.

The format of make-up exams will be similar but not necessarily identical to the missed exam. If a student has an excused absence for an exam, the student must contact the professor to schedule a make-up exam within one week from the end of the excused period. Exams missed due to unexcused absences will be given a grade of 0. If a student misses a class (excused or unexcused) it is the student's responsibility to get notes for that class from another student in the class, find out the assignment from another student, and to have both the missed class assignment and the new assignment prepared by the next class period. Late written work without an excused absence will be counted at 50% of its value if turned in within one week after the work is due.

(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:

Prerequisite for the level of skills and expertise required in the course would be a professional baccalaureate degree in music as defined by the National Association of Schools of Music standards for graduate study. The course is designed to help the student continue developing, practicing, and refining skills learned as an undergraduate as to instrumental performance, style, historical precedent, and teaching. The instructor holds graduate faculty status.

(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, 844-2096 (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

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