



## Proposal Form For Addition And Revision Of Courses

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

**2. Course Prefix and Number:** MUSI 7320      **3. Effective Term:** Fall 2015

**4. Course Title:** African-American Choral Music  
*Abbreviated Title (30 characters or less):* African-American Choral Music

**5. Requested Action:**

Renumber a Course ——— Current Course Number:

Add a Course ——— Proposed Course Number: MUSI 7320

Revise a Course ——— Type of Revision:

**6. Course Credit:**

	Contact/Group Hours	Scheduled Type <small>(e.g.: Lab, Lecture, Practicum, Directed Study)</small>	Weekly or Per Term?	Credit Hours	Anticipated Enrollment
Maximum Hours (Repeatability): <span style="border: 1px solid black; padding: 2px; margin-left: 10px;">3</span>	3	Lecture	Weekly	3	10
<b>Total Credit Hours:</b>				<span style="border: 1px solid black; padding: 2px;">3</span>	

**7. Grading Type:**       Regular (ABCD)       Satisfactory/Unsatisfactory (S/U)       Audit

**8. Prerequisites/Corequisites:** P: Admission to Graduate School; Music or Music Education major  
*Use "P:" to indicate a prerequisite, "C:" to indicate a corequisite, and "P/C:" to indicate a prerequisite with concurrency.*

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

**10. Course Description:** A study of the choral music of African-American composers and its interaction with western musical styles.  
*(20 Words or Less; exactly as it should appear in the Bulletin)*

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

	Program Type <small>(e.g.: minor, major, etc.)</small>	Program Title <small>(e.g.: MS in Chemistry, Performance Option, Minor in Art)</small>	Requirement or Elective? <small>(required or optional?)</small>
<b>12. Affected Program(s):</b> <i>(Respond "N/A" if not included in any program; attach memorandum if more space is required)</i>	Major	M.Ed. in Music Education	Elective
	Major	Ed. S and Ph.D in Music Education	Elective

**13. Overlapping or Duplication of Other Units' Offerings:**       Applicable  
*(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)*       Not Applicable

**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.

*(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:**

African-American Choral Music is a study of the choral music of African Americans and its interaction with western musical styles, with emphasis on the development of the spiritual, blues, jazz, gospel music, and other African-American styles; and with attention to the works of selected black composers, conductors, and performers in the concert arena.

By the end of the semester, students will:

1. Demonstrate ability to recognize and critically confer significant genres of African-American choral music.
2. Demonstrate knowledge of the history and practice of African-American choral styles with an informed study of the social-cultural background and the social context in which they existed.
3. Demonstrate knowledge of diverse choral works of African-American composers and selected composers of African descent.
4. Demonstrate knowledge of the work of selected African-American conductors, choral ensembles, institutions and organizations.

*(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 Text:

Burnim, Mellonee and Portia Maultsby. African American Music: An Introduction. New York: Routledge, 2006

15-week schedule

This schedule can be adapted to fit a five- or ten-week summer term.

Week 1 Syllabus, course overview and orientation

Reading: Chapter 1

Assignment 1: 1-2 page essay on what you know about African American choral music

Week 2 Africans in the New World during Colonial America

Reading: Chapter 2

Assignment 2: 1-2 page essay on the slave trade

Week 3 Music in Colonial America during slave trade

Reading: Chapter 3

Assignment 3: 1-2 page essay on the slave songs

Week 4 Exam 1

African American spirituals and other major historical influences, part 1

Reading: Chapter 4

Listening: 1/16-19

Assignment 4: 1-2 page essay on the work songs

Week 5 African American spirituals and other major historical influences, part 2

Reading: Chapter 4

<p>Assignment 5: 1-2 page essay on the Fisk Jubilee Singers</p> <p>Week 6 Music after the Civil War through the turn of the century Reading: Chapter 5 Research Paper Topics due</p> <p>Week 7 Exam 2 The role of the HBCU and the rise of the concert spiritual, part 1 Reading: Chapter 6 Assignment 6: 1-2 page report on HBCUs or an HBCU composer/ conductor Submit proposed outline for paper-presentation</p> <p>Week 8 The role of the HBCU and the rise of the concert spiritual, part 2 Reading: Chapter 6 Assignment 7: 1-2 page report on selected HBCU composer/conductor Annotated bibliography of sources for paper, pt. 1</p> <p>Week 9 The rise of blues, jazz, and gospel music, part 1 Reading: Chapter 7 Annotated bibliography of sources for paper, pt. 2</p> <p>Week 10 The rise of blues, jazz, and gospel music, part 2 Reading: Chapters 7 Exam 3</p> <p>Week 11 African American composers of concert choral music before 1900 Reading: Chapter 8 Submit first draft of paper</p> <p>Week 12 African American composers/conductors of concert choral music, ca.1900-1950 Reading: Chapter 9</p> <p>Week 13 African American composers/conductors of concert choral music, ca.1950-present Reading: Chapter 10 Submit final draft of paper</p> <p>Week 14 Class presentations</p> <p>Week 15 Class presentations</p>
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*(Provide a comprehensive, week-by-week breakdown of course content, including assignment due dates)*

## 18. Assignments / Projects:

<p><b>Assignment Descriptions</b></p> <p>Assignments (50 pts. each): Students will write essays on assigned topics (see 15-week schedule for topics and due dates). The essays should be 1-2 typed double-spaced pages in length and should be written in a professional style.</p> <p>Exams (100 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 questions, short answer questions, and a listening component. The schedule of the exams can be found in the 15-week schedule.</p> <p>Research Paper and Presentation (350 pts.): Students will write a research paper on a topic that is approved by the instructor. Students are expected to write in a clear, effective, interesting, and professional-quality manner</p>
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and will be graded on their ability to achieve these standards. The paper should be typed, double-spaced, 8-10 pages in length, and in APA format. The presentation should be 15-30 minutes in length and should include powerpoint slides and audio/video resources. The paper will be worth 250 pts. and the presentation will be worth 100 pts.

*(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 scale: A = 90-100% (900-1000 pts.)

B = 80-89% (800-899 pts.)

C = 70-79% (700-799 pts.)

D = 60-69% (600-699 pts.)

F = 0-59% (0-599 pts.)

Grade components: Written Assignments (7)	350 pts.	35%
Exams (3)	300 pts.	30%
Research Paper and Presentation	350 pts.	35%
Total	1000 pts.	100%

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

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

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 (more than five minutes late) 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 requires the graduate student to assimilate knowledge of history and practice of African-American choral music, building on undergraduate study of music syntax and style. The student must be able to aurally distinguish diverse works and identify thematic and formal structure. The student is required to write a graduate level critical and analytical research paper. 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

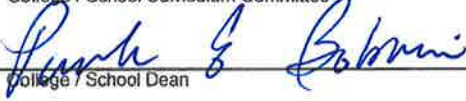
2/4/15



College / School Curriculum Committee

Date

2/17/15



College / School Dean

Date

2/17/15

Dean of the Graduate School (for Graduate Courses)

Date

Assoc. Provost for Undergraduate Studies (for Undergraduate Courses)

Date

Contact Person: Ann Knipschild

Telephone: 844-3185

E-Mail Address: knipsak@auburn.edu

Fax: 844-3188

## Sara Lynn Baird

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**From:** Nancy Barry  
**Sent:** Monday, November 10, 2014 10:43 AM  
**To:** Sara Lynn Baird; Kimberly Walls; Jane Kuehne  
**Subject:** RE: new course numbers for graduate courses

Dr. Baird,

Yes – I support this change. It will be great to have the correct course title on student transcripts.

Which of these courses will the Music Dept. offer next Summer? We can start encouraging our advisees to plan to take those.

Thank you!  
Nancy

Nancy H. Barry, PhD  
Professor of Music Education  
Department of Curriculum and Teaching  
5040 Haley Center  
Auburn University  
Auburn, AL 36849-5212

**From:** Sara Lynn Baird  
**Sent:** Monday, November 10, 2014 10:14 AM  
**To:** Kimberly Walls; Nancy Barry; Jane Kuehne  
**Subject:** new course numbers for graduate courses

Hi Kim, Jane, and Nancy,

We are submitting course forms to convert the Special Topics course numbers that we have used for summer graduate courses to regular course numbers. Students are limited to two special topics numbers and the special topics courses are varied credit hours which causes some registration problems. If you support this change, please reply to this email indicating the support of music education faculty for the following courses:

MUSI 7220	American Art Music
MUSI 7226	American Art Music (dist.)
MUSI 7320	African-American Choral Music
MUSI 7326	African-American Choral Music (dist)
MUSI 7360	Arranging in Finale
MUSI 7366	Arranging in Finale (dist.)
MUSI 7370	Finale Techniques for Music Educators
MUSI 7376	Finale Techniques for Music Educators (dist.)

We need to submit these courses before Dec. 1 in order to be able to use these new course numbers this summer.

Thanks,

## Sara Lynn Baird

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**From:** Jane Kuehne  
**Sent:** Monday, November 10, 2014 1:57 PM  
**To:** Sara Lynn Baird  
**Subject:** Re: new course numbers for graduate courses

I support these changes.  
Jane Kuehne

On Nov 10, 2014, at 10:13 AM, Sara Lynn Baird <[slbaird@auburn.edu](mailto:slbaird@auburn.edu)> wrote:

Hi Kim, Jane, and Nancy,

We are submitting course forms to convert the Special Topics course numbers that we have used for summer graduate courses to regular course numbers. Students are limited to two special topics numbers and the special topics courses are varied credit hours which causes some registration problems. If you support this change, please reply to this email indicating the support of music education faculty for the following courses:

MUSI 7220	American Art Music
MUSI 7226	American Art Music (dist.)
MUSI 7320	African-American Choral Music
MUSI 7326	African-American Choral Music (dist)
MUSI 7360	Arranging in Finale
MUSI 7366	Arranging in Finale (dist.)
MUSI 7370	Finale Techniques for Music Educators
MUSI 7376	Finale Techniques for Music Educators (dist.)

We need to submit these courses before Dec. 1 in order to be able to use these new course numbers this summer.

Thanks,

SL

Dr. Sara Lynn Baird  
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