



## Proposal Form For Addition And Revision Of Courses

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

**2. Course Prefix and Number:** MUSI 7326      **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 7326

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;">3</span>	3	Distance Learning	Weekly	3	10
Total Credit Hours:				<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       Not 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)*

**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 are requesting a distance course to satisfy the curricular needs of music education students who enroll in the distance Master of Music Education program.

*(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: Burnim, Chapter 1

Assignment: 200 word posting on what you know about African American choral music. 2 responses to other students' postings.

Week 2 Africans in the New World during Colonial America

Reading: Chapter 2

Assignment: 200 word posting on the slave trade

Week 3 Music in Colonial America during slave trade

Reading: Chapter 3

Assignment: 200 word posting on the slave songs. 2 responses to other postings.

Week 4 Exam 1

African American spirituals and other major historical influences, part 1

Reading: Chapter 4

Listening: 1/16-19

Assignment: 200 word posting on work songs. 2 responses to other postings.

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

Reading: Chapter 4

Assignment: 200 word posting on the Fisk Jubilee Singers. 2 responses to other postings.

Week 6 Music after the Civil War through the turn of the century

Reading: Chapter 5

Research Paper Topics due

Week 7 Exam 2

The role of the HBCU and the rise of the concert spiritual, part 1

Reading: Chapter 6

Assignment: 200 word posting on HBCUs or an HBCU composer/conductor

2 responses to other postings

Submit proposed outline for paper-presentation

Week 8 The role of the HBCU and the rise of the concert spiritual, part 2

Reading: Chapter 6

Assignment: 200 word posting on selected HBCU composer/conductor

2 responses to other postings

Annotated bibliography of sources for paper, pt. 1

Week 9 The rise of blues, jazz, and gospel music, part 1

Reading: Chapter 7

Annotated bibliography of sources for paper, pt. 2

Week 10 The rise of blues, jazz, and gospel music, part 2

Reading: Chapters 7

Exam 3

Week 11 African American composers of concert choral music before 1900

Reading: Chapter 8

Submit first draft of paper

Week 12 African American composers/conductors of concert choral music, ca. 1900-1950

Reading: Chapter 9

Week 13 African American composers/conductors of concert choral music, ca. 1950-present

Reading: Chapter 10

Submit final draft of paper

Week 14 Class presentations

Week 15 Class presentations

Course Content Delivery:

Students are expected to complete assigned reading from the text, listen to assigned music examples, and view video lectures posted to Canvas.

Information will be posted prior to the weekly schedule so that students may work ahead of due dates. Other support materials provided on Canvas include PowerPoint slides provided by the instructor.

Course Interaction:

Interaction between students and instructor is provided through:

Posting of readings, assignments, video lectures, and instructions through

Canvas. A Canvas discussion board will be set up so that assignments and comments may be posted throughout the semester. Written assignments will be submitted to the instructor via the discussion board and Dropbox.

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

## **18. Assignments / Projects:**

### **Assignment Descriptions**

**Assignments (50 pts. each):** Students will post on assigned topics to the Canvas discussion board. (see 15-week schedule for topics and due dates). The postings should be 200 words in length and will be worth 30 pts. each. In addition, the student must respond to two other posts from the class (each of the responses will be worth 10 pts. each). Proper online discussion etiquette should be followed.

**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.

**Exam Procedure:** To ensure academic honesty during exams, the following procedures will be used. An official proctor will be recruited by each student and confirmed by the instructor at the beginning of the course. Students will provide all data needed to contact the proctors via e-mail, phone and fax. The proctor must be a dean, department head, military education officer, school principal, or other approved proctor with email and a fax machine. The person cannot have a vested interest in the student's examination. The exam will be administered through Canvas. Students must log on to Canvas to take the exam during a face-to-face meeting (planned according to their schedules) with the proctor who will administer the test to the student. The student may log on to the exam only once. The proctor must physically observe this examination process, as it will occur with the student responding to items via computer. The test-taker and proctor will sign a one-page document stating that the rules of academic honesty in the examination were properly followed by the student and observed by the proctor. This statement will also include the date and time that the test began and the time that it ended. The statement will also include photocopies of the photo I.D. of each party. The statement will be faxed to the instructor. This procedure will be followed for each exam.

**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 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. It should be submitted to the instructor via Dropbox. The paper will be worth 250 pts.

The presentation should be 15-30 minutes in length and should include powerpoint slides and audio/video resources. Links to resources should be provided to classmates through the Canvas discussion board (when applicable). The presentation will be delivered through Canvas or Panopto (to be determined by instructor). Classmates will view the presentation and post questions to the presenter on the Canvas discussion board. The presentation including responses to questions 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%

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

### Attendance Policy

The delivery method for the course is online. There is no standard attendance policy for the course, but students are expected to log in frequently and keep up with the class schedule. The class will occur asynchronously, and will, therefore, not convene at a specified time. Regardless, students are expected to complete all assigned work during the course of the semester as determined by the instructor.

*(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: 844-3168

## 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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