PART I – Course Information

Course Type

- Existing Course Currently in LSCS Core Curriculum
- Existing Course NOT Currently in LSCS Core Curriculum
- New Course Proposed for Core Curriculum 2014

Course Prefix & Number: MUSI 1306

Course Title: Music Appreciation

Course Catalog Description (Copy and paste from online catalog for existing courses):
A nontechnical course designed to provide the layperson with the understanding necessary for greater enjoyment of music.

Course Prerequisites: ENGL 0305 or ENGL 0365 And ENGL 0307 or ENGL 0375 or higher level course (ENGL 1301) or placement by testing.

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Curriculum Team XXXXXXXX  XX/XX/XXXX
Facilitator: Signature  Date

Please attach sample syllabus for proposed course.
PART II – General Education Vision Statement

The Lone Star College general education curriculum is designed to empower students with foundational knowledge and transferrable skills guided and informed by a strong sense of values, ethics, and civic engagement. The general education curriculum prepares students for academic excellence and careers through progressively higher-level studies in the areas of critical thinking, communication, empirical and quantitative skills, teamwork, personal responsibility, and social responsibility.

Embedded in the Lone Star College Core Curriculum is our firm belief that educated members of society must possess a broad base of experience and general knowledge to balance the narrow focus of degree and vocational requirements. We strive to ensure that our core curriculum provides many important benefits that exceed those listed above. Students taking the core curriculum interact with a wide range of cultures, both domestic and international. They develop important individual traits and skills such as empathy and communication that are critical for their future careers and personal development.

Students hone interpersonal skills and develop critical workplace and academic skills, such as communication, time management, and leadership that will enhance their ability to collaborate with colleagues, employers, and society.

Lone Star College values civic engagement and encourages students to become informed participants in the civic and social responsibilities of our local, state, national, and global communities. Participation in our core curriculum creates opportunities and encourages our students to evaluate their own value systems through the study of the humanities and sciences while recognizing the diversity of beliefs and values present within our society.

In sum, our graduates learn to become autonomous decision makers through the development of a broad base of knowledge, skills, personal wellness, and interpersonal competencies.

In one paragraph, describe how the proposed course will support the LSCS General Education Vision Statement:

Music Appreciation provides students with a survey of art music and popular music from antiquity to the present day. Students gain the skills necessary to form a set of personal aesthetic sensibilities and to make informed decisions regarding the art of music and its place within world culture. This course provides an intercultural view of both art and popular music and invites the student to reflect upon the place of music within various cultures and their own world view. Students are expected to write about music and to enter in dialog with classmates and others about the musical and cultural influences encountered during this study of music. Etc., etc, etc.
1. Describe how this course will focus on the appreciation and analysis of creative artifacts and works of the human imagination.

_Students will learn to appreciate, analyze, synthesize and interpret creative artifacts and works of the human imagination through personal involvement in the art forms by way of study, observation, discussion and participation. They will study the history and aesthetic theories of the creative arts, learn to make comparisons of works from diverse cultural origins, critique and analyze (in both written and oral formats) works from various artistic disciplines, personally attend live performances and exhibitions, and participate in the creative process through generation of their own artistic works, both individually and in teams._

2. Describe how the course will involve synthesis and interpretation of artistic expression and enable critical, creative, and innovative communication about works of art.

_Students will be exposed to wide range of music and will write and discuss the historical and cultural contexts that have influenced the creation of music throughout recorded human history. By applying their knowledge of history and aesthetic theory to the critique of performances they will gain skills in both critical thinking and communication. By participating in the creative process of live performance they will learn important aspects of teamwork and social responsibility._

PART IV – Aligning Course Outcomes (Student Learning Outcomes) to Component Area Statements
Student Learning Outcome (SLO) 1:

Determine how music defines American cultures, European cultures, and non-western world cultures that have contributed to art and popular music.

How does this SLO align with the component area statements?

Students are provided opportunities to develop the skills necessary to effectively discuss the contributions and place of music in world culture and civilization. Course activities require students to utilize skills learned through course activities to experience, discuss, and write effectively about important works of music.

Student Learning Outcome (SLO) 2:

Write on historical, technological, and cultural developments of musical styles.

How does this SLO align with the component area statements?

Students will study and research the historical, technological, and cultural issues that have shaped musical culture throughout history. Course activities include written assignments that require students to explore the development of musical style, musical instruments, and performance practice across time and cultures.

Student Learning Outcome (SLO) 3:

Explore the materials from which all styles of music are built.

How does this SLO align with the component area statements?

Students are exposed to the elements and structure of various musical styles and forms in order to develop appreciation and understanding of the development of music in various eras and cultures. Students are provided opportunities to experience, discuss, and critique a wide variety of musical performances through live and recorded music.

Student Learning Outcome (SLO) 4:

How does this SLO align with the component area statements?

Student Learning Outcome (SLO) 5:

How does this SLO align with the component area statements?
PART V – THECB Core Objectives

Address each of the THECB core objectives required within the component area. Explain how the skill is addressed by the course’s student learning outcomes, agreed upon instructional strategies, or both. Assessment must include at least one direct measure. Direct measures are defined as students’ demonstrations of learning. Indirect measures are defined as students’ perceptions of their learning or other measures not derived directly from student work.

Critical Thinking Skills: to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

How will the skill be addressed by this course? Please specify a course’s student learning outcome and/or agreed upon instructional strategy that addresses this required core objective.

Students will study the historical and cultural influences that have shaped the development of music across cultures and time through the study of a wide range of music. Students write papers that involve the synthesis of cultural and stylistic influences to draw conclusions and to form aesthetic opinions.

How does the curriculum team propose to measure students’ achievement of this required competency in this specific course?

Instructors will employ the attached rubric (AAC&U VALUE Critical Thinking Rubric) to assess student accomplishment of this skill. Direct measures may include written assignments critiques, test items, and activities which are assessed via the rubric.

Communication Skills: to include effective development, interpretation and expression of ideas through written, oral and visual communication

How will the skill be addressed by this course? Please specify a course’s student learning outcome and/or agreed upon instructional strategy that addresses this required core objective.

Students to write on various topics, which may include concert critiques, research topics, or essays on musical or cultural issues related to the course topics. Additionally, students will express their thoughts orally during class discussions and through the critique of live performances. Visual communication is addressed through the study of the art of conducting and the visual elements that accompany musical performance.

How does the curriculum team propose to measure students’ achievement of this required competency in this specific course?

Students may produce written assignments, participate in class discussions and presentations, and participate in musical performances. Assessment of this objective will be accomplished through data collected from the various assignments and activities noted above via the attached rubric (AAC&U VALUE Communication Rubric).

Teamwork: to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

How will the skill be addressed by this course? Please specify a course’s student learning outcome and/or agreed upon instructional strategy that addresses this required core objective.
The learning outcome, “Appreciate the creative process of music through interactive study,” requires students to engage in group activities to accomplish a common goal. Typical assignments concert attendance and critique, written and oral presentations concerning key elements in the study of music; and participation in musical events.

How does the curriculum team propose to measure students’ achievement of this required competency in this specific course?

Data gathered via assignments and activities are reported and assessed via the attached rubric (AAC&U VALUE Communication Rubric).

Social Responsibility: to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

How will the skill be addressed by this course? Please specify a course’s student learning outcome and/or agreed upon instructional strategy that addresses this required core objective. Students will learn intercultural competence as they explore music cultures from the past, current music cultures from Africa, Asia, and India, and the additional selected culture for their research project. Students will understand the nature of their own culture, and therefore their social responsibility, in preservation of the global community of music and social culture. The instructor will discuss what a socially responsible approach to different cultures entails, and students will be given a rubric explaining the learning objectives of this skill.

How does the curriculum team propose to measure students’ achievement of this required competency in this specific course?

Students may produce written assignments, participate in class discussions and presentations, and participate in musical performances. Assessment of this objective will be accomplished through data collected from the various assignments and activities noted above via the attached rubric (AAC&U VALUE Communication Rubric).