**General Education Course Inclusion Proposal**

**HUMAN EXPRESSION**

*This proposal form is intended for departments proposing a course for inclusion in the Northern Michigan University General Education Program. Courses in a component satisfy both the Critical Thinking and the component learning outcomes. Departments should complete this form and submit it electronically through the General Education SHARE site.*

**Course Name and Number:** World Music – MU325

**Home Department:** Music

**Department Chair Name and Contact Information**: Rob Engelhart, x2563, rengelha@nmu.edu

**Expected frequency of Offering of the course**: Fall, Winter

**Official Course Status**: Has this course been approved by CUP and Senate? YES

*Courses that have not yet been approved by CUP must be submitted to CUP prior to review by GEC. Note that GEC is able to review courses that are in the process of approval; however, inclusion in the General Education Program is dependent upon Senate and Academic Affairs approval of the course into the overall curriculum.*

# A. Course Content

MU325 is a broad survey of non-Western music from representative music cultures emphasizing music’s place in a culture, its historical development, and analysis and interpretation of forms of aesthetic expression. Upon successful completion of this course students will have an extensive understanding of the world's rich and varied musical cultures and will:

* Be able to identify elements of music and how they are applied in various music cultures.
* Be able to identify musical instruments, styles, genres, and textures of world music.
* Be able to identify and characterize various types of world music.
* Develop critical listening skills and habits.
* Gain an appreciation for a wide variety of world music.
* Possess skills used in researching a specific culture's music in depth and thereby be able to apply those skills to any future topic.

# B. Component Learning Outcomes

As music is a byproduct of any given society’s mores, philosophies, and religious or secular precepts, the understanding of how both general and specific types or pieces of music reflect~~s~~ these concepts allows students to better understand the culture as a whole, as well as the role or roles in which each society’s intrinsic music functions. As students acquire basic authoritative musicological concepts they will first apply them to selected examples in class, and then apply the concepts to music (via live, recorded or broadcast performances) and reflect upon them for current societal issues or other cultures not yet examined, including their own culture. Ideally, a student would begin to apply these concepts to their own creative processes during class (where they will be given the opportunity to construct an instrument from a non-Western culture, and then listen to, compose, perform or present a piece of music to fellow students) . In the future, students should be able to make informed choices as to what kinds of music they choose to include in their daily routine or specific listening and/or creative activities based on aesthetic and intrinsic values developed in their individual lives.

**Critical Thinking:** In order to satisfy the *Evidence* learning outcome dimension, MU325 requires students to assimilate terminology and historical background via course lectures, reading texts, and listening to various recordings or live performances of music. By mastering authoritative, objective listening terminology and tasks, students will be able to apply the terminology and listening processes to not only music examples studied in class, but to music they encounter during live concerts and future musical experiences. In addition, students will conduct field research requiring them to assess information obtained from a selected musician and apply the four standard cultural components to the musician. In order to satisfy the *Integration* learning outcome dimension, MU325 students must apply the above terminology and cultural components, along with previous understanding of non-Western music to describe ten (10) different cultural listening experiences. In order to satisfy the *Evaluation* learning outcome dimension, MU325 students must independently attend live performances or concerts and, utilizing the above learned criteria or skills, evaluate the quality, aesthetic value, and content of the actual music performance using both objective and subjective observations.

**Human Expression:** In order to satisfy the *Knowledge of the role of the aesthetic* learning outcome dimension, MU325 students will examine musical compositions within the context and function of a culture in order to determine the specific musical characteristics inherent to the compositions. In order to satisfy the *Innovative Thinking* learning outcome dimension, MU325 students will independently assess performances (both live and recorded) and present their findings regarding the value and quality of the performance and relation of the music to its originally intended audience, as well as construct an instrument found in a selected cultural context. In order to satisfy the *Acknowledging Contradictions* learning outcome dimension, MU325 students will be able to articulate why and how they (or others) value and/or appreciate music of one culture over another by using both objective and subjective cultural components to support an aesthetic argument and interpretation of the music’s value.

**C. Target Audience**

MU325 currently has prerequisites of EN 211 with a grade of “C” or better or HON 102 and HON 112 and sophomore standing. Therefore, it is designed for sophomore and higher level students, but requires no previous background or studies in music, nor music literacy. Enrollment is limited to 30 students.

**D. Additional Roles**

MU325 is approved to meet the University’s World Culture requirement, and is often utilized by Music Majors or Music Minors to fulfill elective credits in their degree program. In addition, when designed and taught with significant Native American content, it can be used as an elective in the Native American Studies minor.

# E. Additional Considerations

This course has for many years, until Fall 2013, been primarily structured with a Native-American flute emphasis. However, it is approved by CUP as either a broad survey of several non-Western music cultures, or as any one of several specific cultures utilized as the primary subject matter. Upon the retirement of Dr. Elda Tate in 2013, the course was taken over by a new adjunct, Carrie Biolo, and is currently being taught by only one instructor using the broad survey format. If, and when, other instructors might offer this course, or if the course is offered using a singular cultural focus, all learning outcomes and objectives will be appropriately structured to follow this current proposal as much as possible.

**PLAN FOR LEARNING OUTCOMES  
CRITICAL THINKING**

*Attainment of the CRITICAL THINKING Learning Outcome is required for courses in this component. There are several dimensions to this learning outcome. Please complete the following Plan for Assessment with information regarding course assignments (type, frequency, importance) that will be used by the department to assess the attainment of students in each of the dimensions of the learning outcome. Type refers to the types of assignments used for assessment such as written work, presentations, etc. Frequency refers to the number of assignments included such as a single paper or multiple papers. Importance refers to the relative emphasis or weight of the assignment to the entire course. For each dimension, please specify the expected success rate for students completing the course that meet the proficiency level and explain your reasoning. Please refer to the Critical Thinking Rubric for more information on student performance/proficiency in this area. Note that courses are expected to meaningfully address all dimensions of the learning outcome.*

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| **DIMENSION** | **WHAT IS BEING ASSESSED** | **PLAN FOR ASSESSMENT** |
| **Evidence** | Assesses quality of information that may be integrated into an argument | *Task Type*: Exams, Quizzes, Field Research Project, Listening Logs  *Frequency*: At least 10 times  *Overall Grading Weight*: 33%  *Expected Proficiency Rate*: The study of music poses significant challenges for students who have had little or no previous experience in this area. Given the large number of non-majors who enroll in MU 325, the Department feels that a 75% student proficiency rate upon course completion is an appropriate expectation.  *Assessment Plan*: The instructor will consider whether the students are able to accurately recognize, describe, define and assign specific and appropriate musical characteristics based on the four components of music culture via Exams, Quizzes, and a Field Research Project. In addition, the instructor will assess students’ ability to identify musical characteristics learned from text readings, internet research, and class lectures as they apply to objective descriptions of various instruments, voices, tempos, dynamics, textures, genres and formal structures within a music culture. |
| **Integrate** | Integrates insight and or reasoning with existing understanding to reach informed conclusions and/or understanding | *Task Type*: Exams, Listening Logs  *Frequency*: At least 10 times  *Overall Grading Weight*: 10%  *Expected Proficiency Rate*: The study of music poses significant challenges for students who have had little or no previous experience in this area. Given the large number of non-majors who enroll in MU 325, the Department feels that a 75% student proficiency rate upon course completion is an appropriate expectation.  *Assessment Plan*: The instructor will consider whether the students are able to accurately identify various musical genres and musical characteristics using appropriate terminology on assigned music selections as well as music selections that are independently or freely-chosen by the student. |
| **Evaluate** | Evaluates information, ideas, and activities according to established principles and guidelines | *Task Type*: Field Research Project, World Concert Report (Paper)  *Frequency*: Two times  *Overall Grading Weight*: 20%  *Expected Proficiency Rate*: The study of music poses significant challenges for students who have had little or no previous experience in this area. Given the large number of non-majors who enroll in MU 325, the Department feels that a 75% student proficiency rate upon course completion is an appropriate expectation.  *Assessment Plan*: The instructor will consider whether the students are able to accurately evaluate the quality and cultural context of live music after attending a performance and writing a critical review of their experience by using appropriate musical terminology and by following guidelines for content using specific cultural components and appropriate formatting for the review. |

**PLAN FOR LEARNING OUTCOMES  
HUMAN EXPRESSION**

*Attainment of the HUMAN EXPRESSION Learning Outcome is required for courses in this component. There are several dimensions to this learning outcome. Please complete the following Plan for Assessment with information regarding course assignments (type, frequency, importance) that will be used by the department to assess the attainment of students in each of the dimensions of the learning outcome. Type refers to the types of assignments used for assessment such as written work, presentations, etc. Frequency refers to the number of assignments included such as a single paper or multiple papers. Importance refers to the relative emphasis or weight of the assignment to the entire course. For each dimension, please specify the expected success rate for students completing the course that meet the proficiency level and explain your reasoning. Please refer to the Rubric for more information on student performance/proficiency in this learning outcome. Note that courses are expected to meaningfully address all dimensions of the learning outcome.*

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| **DIMENSION** | **WHAT IS BEING ASSESSED** | **PLAN FOR ASSESSMENT** |
| **Knowledge of the role of the aesthetic** | Demonstrate comprehension of the role of aesthetic in the human experience including artistic, literary, and rhetorical expression. | *Task Type*: Exam  *Frequency*: Twice a semester  *Overall Grading Weight*: 15%  *Expected Proficiency Rate*: The study of music poses significant challenges for students who have had little or no previous experience in this area. Given the large number of non-majors who enroll in MU 325, the Department feels that a 75% student proficiency rate upon course completion is an appropriate expectation.  *Assessment Plan*: The instructor will consider whether the students are able to accurately recognize, describe, define and assign specific and appropriate musical characteristics based on the four components of music culture via essay responses on Exams. |
| **Innovative Thinking** | Create or adapt activities, ideas, or questions expressing both creativity and experience | *Task Type*: Instrument Building Project, Concert Review, Quizzes  *Frequency*: Three times a semester  *Overall Grading Weight*: 10%  *Expected Proficiency Rate*: The study of music poses significant challenges for students who have had little or no previous experience in this area. Given the large number of non-majors who enroll in MU 325, the Department feels that a 75% student proficiency rate upon course completion is an appropriate expectation.  *Assessment Plan*: Having examined various music cultures and the instruments utilized in these cultures, the students will be assessed on their ability to construct an instrument representative of a specific music culture, identify instruments associated with a specific music culture, and place both live and recorded music examples into their respective music culture context. |
| **Acknowledging contradictions** | Integrates alternate interpretations or contradictory perspectives or ideas. | *Task Type*: Listening Log, Field Research Project  *Frequency*: Four times a semester  *Overall Grading Weight*: 5%  *Expected Proficiency Rate*: The study of music poses significant challenges for students who have had little or no previous experience in this area. Given the large number of non-majors who enroll in MU 325, the Department feels that a 75% student proficiency rate upon course completion is an appropriate expectation.  *Assessment Plan*: Students will be assessed on their ability to document the aesthetic value of a specific music culture based on a comprehensive analysis of the music culture’s ideas about music, activities involving music, musical repertoire, and the material culture, in either a class presentation or formal paper. The Field Research Project, which consists of interviewing live performers and attending a liver performance of a specific music culture must be integrated with readings, personal experience, and qualitative analysis of the performance. |