

MUSC 10B: SURVEY OF MUSIC LITERATURE II

In Workflow

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Approval Path

1. Tue, 23 Aug 2022 15:54:28 GMT
Anna Presler (apresler): Approved for MUSC Committee Chair
2. Tue, 20 Sep 2022 23:27:32 GMT
Stephen Blumberg (blumberg): Approved for MUSC Chair
3. Thu, 13 Oct 2022 23:34:49 GMT
Jacqueline Irwin (irwin): Rollback to Initiator
4. Sun, 23 Oct 2022 19:53:17 GMT
Scott Perkins (scott.perkins): Rollback to Initiator
5. Mon, 21 Nov 2022 15:52:28 GMT
Scott Perkins (scott.perkins): Approved for MUSC Committee Chair
6. Wed, 07 Dec 2022 18:58:00 GMT
Stephen Blumberg (blumberg): Approved for MUSC Chair
7. Tue, 24 Jan 2023 21:08:31 GMT
Jacqueline Irwin (irwin): Approved for ALS College Committee Chair
8. Tue, 24 Jan 2023 21:09:12 GMT
Melinda Wilson Ramey (mwilson): Approved for ALS Dean

History

1. Apr 23, 2019 by Anna Presler (apresler)
2. May 12, 2022 by Janett Torset (torsetj)

Date Submitted: Mon, 21 Nov 2022 15:44:46 GMT

Viewing: MUSC 10B : Survey of Music Literature II

Last approved: Thu, 12 May 2022 14:02:01 GMT

Last edit: Mon, 21 Nov 2022 15:44:45 GMT

Changes proposed by: Chantal Frankenbach (214091671)

Contact(s):

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Catalog Title:

Survey of Music Literature II

Class Schedule Title:

Survey of Music Lit II

Academic Group: (College)

ALS - Arts & Letters

Academic Organization: (Department)

Music

Will this course be offered through the College of Continuing Education (CCE)?

No

Catalog Year Effective:

Fall 2023 (2023/2024 Catalog)

Subject Area: (prefix)

MUSC - Music

Catalog Number: (course number)

10B

Course ID: (For administrative use only.)

151116

Units:

3

Is the only purpose of this change to update the term typically offered or the enforcement of existing prerequisites at registration?

No

In what term(s) will this course typically be offered?

Spring term only

Does this course require a room for its final exam?

Yes, final exam requires a room

This course complies with the credit hour policy:

Yes

Justification for course proposal:

We are submitting this proposal in order to clarify course activities in the course description that appear in the catalog. We want to ensure that students who enroll understand they must be able to read music to succeed in this course.

Course Description: (Not to exceed 80 words and language should conform to catalog copy.)

Survey of Classical and Romantic music literature in Western art music, its stylistic development, and cultural context. Emphasis on critical listening and reading multi-part musical notation in treble and bass clefs. Introduction to primary source readings and musicological literature.

Are one or more field trips required with this course?

No

Fee Course?

No

Is this course designated as Service Learning?

No

Is this course designated as Curricular Community Engaged Learning?

No

Does this course require safety training?

No

Does this course require personal protective equipment (PPE)?

No

Does this course have prerequisites?

No

Does this course have corequisites?

No

Graded:

Letter

Approval required for enrollment?

No Approval Required

Course Component(s) and Classification(s):

Lecture

Lecture Classification

CS#02 - Lecture/Discussion (K-factor=1WTU per unit)

Lecture Units

3

Is this a paired course?

No

Is this course crosslisted?

No

Can this course be repeated for credit?

No

Can the course be taken for credit more than once during the same term?

No

Description of the Expected Learning Outcomes and Assessment Strategies:

List the Expected Learning Outcomes and their accompanying Assessment Strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers). Click the plus sign to add a new row.

	Expected Learning Outcome	Assessment Strategies
1	Identify the stylistic features of Western art music from the Classical and Romantic eras via both recordings and musical notation.	Quizzes
2	Explain the social, political, and cultural significance of stylistic features of Western art music from the Classical and Romantic eras	Reading Response Assignment History Paper
3	Analyze the aesthetic features and structural components of Western art music from the Classical and Romantic eras via both recordings and musical notation.	Reading Response Assignment History Paper
4	Discuss a chosen topic in Western art music from the Classical and Romantic eras.	History Paper

Is this course required in a degree program (major, minor, graduate degree, certificate?)

Yes

Has a corresponding Program Change been submitted to Workflow?

No

Identify the program(s) in which this course is required:**Programs:**

BA in Music

Bachelor of Music (Instrumental)

Bachelor of Music (Jazz Studies)

Bachelor of Music (Keyboard)

Bachelor of Music (Music Education)

Bachelor of Music (Theory/Composition)

Bachelor of Music (Voice)

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?

No

Will there be any departments affected by this proposed course?

No

I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.

I/we agree

University Learning Goals

Undergraduate Learning Goals:

Competence in the disciplines
Intellectual and practical skills

Is this course required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?

No

GE Course and GE Goal(s)

Is this a General Education (GE) course or is it being considered for GE?

Yes

In which GE area(s) does this apply?

C1. Arts

Which GE objective(s) does this course satisfy?

Develop an acquaintance and understanding of cultures and major dynamic social institutions which affect one's life.

Read, write, and understand relatively complex and sophisticated English prose.

Find and use common information resources, engage in specialized library research, use computers and seek out appropriate expert opinion and advice.

Attach Course Syllabus with Detailed Outline of Weekly Topics:

Music 10B Syllabus - Fall 2022 (revised).docx

Syllabi must include: GE area outcomes listed verbatim; catalog description of the course; prerequisites, if any; student learning objectives; assignments; texts; reading lists; materials; grading system; exams and other methods of evaluation.

Will more than one section of this course be offered?

Yes

Provide a description of what would be considered common to all sections and what might typically vary between sections:

Each section uses the same syllabus, assignments, textbooks, content, and evaluation methods.

Please write a statement indicating the means and methods for evaluating the extent to which the objectives of the GE Area(s) and any writing requirements are met for all course sections:

Each section uses the same syllabus, assignments, textbooks, content, and evaluation methods.

What steps does the department plan to take to ensure that instructors comply with the respective category criteria and who is responsible?

The School Director is responsible for oversight of these category criteria. Faculty meet each semester to coordinate syllabi and due dates for assignments.

General Education Details - Area C1: Arts

Section 1.

Please write a statement indicating the means and methods for evaluating the extent to which the objectives of Area C1 and the writing requirements are met for all course sections, and what steps does the department plan to take to ensure that instructors comply with the category criteria and who is responsible?

Area C1 and writing objectives will be met through coordinated planning among faculty in the School of Music teaching the MUSC 10 A-B-C series. MUSC 10B has a set of listening, reading, and writing assignments designed to introduce these skills as they apply to

thinking conceptually about music. Faculty meet frequently to coordinate syllabi and evaluate student work. Written communication in this course is also evaluated annually by the School of Music assessment committee.

General criteria:

Indicate how the course is introductory and has no prerequisites.

The general historical nature of this course will be suitable for any student conversant in music notation.

Indicate how the course is broad in scope or survey in nature.

The course is a broad survey of music history and literature from 1750 to 1900.

Specific criteria:

Indicate in written statements how the course meets each of the following Learning Criteria for Category C1. Relate the statements to the course syllabus and outline. Be as succinct as possible.

Think conceptually and critically about medium, performance or presentation, and production for at least one art form.

In this course, we spend a great deal of time talking about, thinking about, listening to, watching, and studying scores for a wide variety of music. We frequently compare performances in the official class anthology with performances of the same works by other artists, examining how choices about tempo, tuning, expression, and even the instruments used can affect an audience's perception of the music.

Demonstrate knowledge of artistic production, aesthetic properties, and the way creative work is shaped by artistic and cultural forces.

A great deal of what we cover in this course has to do with how cultural and artistic forces shape the music that composers write. This includes the economics of performance (opera is expensive; a solo instrumentalist isn't), the influence of socio-cultural norms (women were largely discouraged from pursuing musical careers in the 18th and 19th centuries), and how the aesthetics of visual art and literature influence music.

Have an acquaintance with a broad understanding of artistic forms, genres, and cultural sources.

In this course, we cover the breadth of Western art music from the Classical and Romantic eras. This includes a wide array of genres, from short intimate works for solo harpsichord meant to be performed in the home to the grandest of operas by Wagner and Verdi, which are cultural events in and of themselves. We examine works intended for broad audiences with little musical knowledge, such as John Gay's *A Beggar's Opera*, as well as those intended for true musical connoisseurs, such as Beethoven's late string quartets. Through this, we touch on musical influences from a variety of cultures and traditions, including the Catholic and Lutheran churches, the folk traditions of eastern Europe and the Caribbean, and earlier eras in Western art music.

Be able to develop and defend informed judgments about creative work

Through their close study of musical scores and recordings, students in this class naturally develop strong feeling about music they like and music that they dislike. Students are asked to articulate these opinions in their Listening Logs, as well as in class whenever possible.

Includes a writing component described on course syllabus

1) If course is lower division, formal and/or informal writing assignments encouraging students to think through course concepts using at least one of the following: periodic lab reports, exams which include essay questions, periodic formal writing assignments, periodic journals, reading logs, other. Writing in lower division courses need not be graded, but must, at a minimum, be evaluated for clarity and proper handling of terms, phrases, and concepts related to the course.

2) If course is upper division, a minimum of 1500 words of formal, graded writing. [Preferably there should be more than one formal writing assignment and each writing assignment (e.g. periodic lab reports, exams which include essay questions, a research/term paper etc.) should be due in stages throughout the semester to allow the writer to revise after receiving feedback from the instructor. Include an indication of how writing is to be evaluated and entered into course grade determination.]

1. Students keep a listening log meant to help guide their listening study and tie their listening to the concepts covered in lectures and reading.

2. Over the course of the semester, students work through multiple research and writing steps, culminating in a 5-6 page paper. This paper is a report on the history of students' instrument or voice type. This project involves multiple stages and due dates.

Section 2.

If you would like, you may provide further information that might help the G.E. Course Review Committee understand how this course meets these criteria and/or the G.E. Program Objectives found in the CSUS Policy Manual, General Education Program, Section I.B.

n/a

Reviewer Comments:

302822325 (Mon, 13 Jun 2022 22:19:27 GMT): Edited to integrate new ELO and Assessment Strategies fields.

Bradley Nystrom (nystromb) (Wed, 12 Oct 2022 19:35:27 GMT): Hello David, The Committee has reviewed your course change proposal for MUSC 10B and has just two concerns. The first is that, with the exception of "hear" (a non-Bloom verb you could replace with "recognize" or some other lower-level Bloom verb), the language about "critical listening" and "reading" in the Course Description does not appear in the Expected Learning Outcomes, which should align with the Course Description. We are suggesting, but not requiring, that you revise to make the connection between the Course Description and the ELOs clearer. Our second concern relates to the wording of the ELOs. ELO 1 should have just one verb and this should be taken from Bloom's taxonomy. "Identify" would work well. ELO 2 has "make judgments." "Judge" is a higher-level Bloom verb. Use instead a lower-level verb such as "explain." ELO 4 has "write," which is not a Bloom verb. Use instead a lower-level Bloom verb such as "describe" (which you might drop from ELO 1).

Jacqueline Irwin (irwin) (Thu, 13 Oct 2022 23:34:10 GMT): Dear David, Please see suggestions for revision from Brad. Once your proposal has been revised as per their recommendations, please resubmit and send me an email so I know that your proposal is ready to move forward. Thank you, Jacqueline, ALS Curriculum Chair

Jacqueline Irwin (irwin) (Thu, 13 Oct 2022 23:34:49 GMT): Rollback: See above.

Scott Perkins (scott.perkins) (Sun, 23 Oct 2022 19:53:17 GMT): Rollback: Some of the skills listed in the course description (e.g., reading in alto clef) are not taught in any lower-division courses in the School of Music. Other skills, such as multipart score reading, will be well beyond the capabilities of nearly all students taking this course. To include these skills as emphases in the course description will require teaching them in MUSC 10B and including them among the course's expected learning outcomes. Let's discuss this in an upcoming School of Music Curriculum Committee meeting.

Key: 3543