I. ASCRC General Education Form (revised 2/8/13)

Use to propose new general education courses (except writing courses), to change or renew existing gen ed courses and to remove designations for existing gen ed courses.

Note: One-time-only general education designation may be requested for experimental courses (X91-previously X95), granted only for the semester taught. A NEW request must be submitted for the course to receive subsequent general education status.

<table>
<thead>
<tr>
<th>Group (submit separate forms if requesting more than one general education group designation)</th>
<th>II. Mathematics</th>
<th>VII: Social Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>III. Language</td>
<td>VIII: Ethics &amp; Human Values</td>
<td></td>
</tr>
<tr>
<td>III Exception: Symbolic Systems *</td>
<td>IX: American &amp; European</td>
<td></td>
</tr>
<tr>
<td>IV: Expressive Arts</td>
<td>X: Indigenous &amp; Global</td>
<td></td>
</tr>
<tr>
<td>x V: Literary &amp; Artistic Studies</td>
<td>w/ lab ☐</td>
<td>w/out lab ☐</td>
</tr>
<tr>
<td>VI: Historical &amp; Cultural Studies</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Courses proposed for this designation must be standing requirements of majors that qualify for exceptions to the modern and classical language requirement.

<table>
<thead>
<tr>
<th>Dept/Program</th>
<th>Course #</th>
<th>133L</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title</td>
<td>Introduction to Country Music</td>
<td></td>
</tr>
<tr>
<td>Prerequisite</td>
<td>none</td>
<td></td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

II. Endorsement/Approvals

Complete the form and obtain signatures before submitting to Faculty Senate Office.

Please type / print name | Signature | Date
---|---|---
Instructor | Amy Smart | [Signature] 2/20/2014
Phone / Email | amy.smart@umontana.edu | |
Program Chair | Maxine Ramey | [Signature] 2/21/2014
Dean | Stephen Kalm | |

III. Type of request

<table>
<thead>
<tr>
<th>New</th>
<th>One-time Only</th>
<th>Renew</th>
<th>Change</th>
<th>Remove</th>
</tr>
</thead>
</table>

Reason for Gen Ed inclusion, change or deletion

Description of change

IV. Description and purpose of the general education course: General Education courses must be introductory and foundational within the offering department or within the General Education Group. They must emphasize breadth, context, and connectedness; and relate course content to students’ future lives. See Preamble:

http://umontana.edu/facultysenate/archives/minutes/ged/GE_preamble.aspx
**Course Description**

This course will explore the country music genre, including its major performers, songwriters, songs and impact on culture from the early times on the radio to the beginning of the twenty-first century. The course will examine some of the “off shoots” of country music including cowboy songs, bluegrass and rockabilly, as well as the development of country-pop and Nashville. Students enrolled in this course will evaluate country music’s content and contemporary cultural role through course readings, concert reviews, discussions and listening assignments.

**Course Objectives:**

Following this course, students should be able to these:

1. Describe and analyze the varieties of music that fall under the umbrella term of the “country music”
2. Identify and evaluate the contributions of influential musicians and people involved in country music
3. Understand how country music has contributed to American culture

<table>
<thead>
<tr>
<th>V. Criteria: Briefly explain how this course meets the criteria for the group. See: <a href="http://umt.edu/facultysenate/documents/forms/GE_Criteria5-1-08.aspx">http://umt.edu/facultysenate/documents/forms/GE_Criteria5-1-08.aspx</a></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Courses cover a number of works in one or more of the various forms of artistic representation</strong></td>
</tr>
<tr>
<td><strong>Courses establish a framework and context for analysis of the structure and significance of these works.</strong></td>
</tr>
<tr>
<td><strong>Students receive instruction on the methods of analysis and criticism</strong></td>
</tr>
</tbody>
</table>

VI. Student Learning Goals: Briefly explain how this course will meet the applicable learning goals. See: http://umt.edu/facultysenate/documents/forms/GE_Criteria5-1-08.aspx
1. analyze works of art with respect to structure and significance within literary and artistic traditions, including emergent movements and forms

Students are introduced to different stylistic traditions in country music in roughly chronological order, so they learn the important artists associated with each style, the chain of artistic influence, and the development of new movements and forms within country music.

2. develop coherent arguments that critique these works from a variety of approaches, such as historical, aesthetic, cultural, psychological, political, and philosophical.

The assigned readings and listening introduce students to a variety of critical approaches. The weekly discussion questions and the two concert reports will afford students the chance to apply these methods.

VII. Justification: Normally, general education courses will not carry pre-requisites, will carry at least 3 credits, and will be numbered at the 100-200 level. If the course has more than one pre-requisite, carries fewer than three credits, or is upper division (numbered above the 200 level), provide rationale for exception(s).

VIII. Syllabus: Paste syllabus below or attach and send digital copy with form. The syllabus should clearly describe how the above criteria are satisfied. For assistance on syllabus preparation see: http://teaching.berkeley.edu/bgd/syllabus.html

Introduction to Country Music
MUS 139L Section 50
3 Credits
Spring Semester, 2014

Please read this document thoroughly...
There's a quiz at the end

Instructor Information
Professor Smart teaches this class. I do not have an office on campus. Do not try to find me there (you'll only end up lost and frustrated). If you need to contact me, please do so via e-mail using your University of Montana e-mail account. My e-mail address is amy.smart@umontana.edu. I prefer to be called Professor Smart, not by my first name. If you need to meet outside of class, we can set up an appointment, as I do not have office hours.

Course Information
No prior knowledge of country music is necessary to take this class. You also do not need to own a ten-gallon hat, but feel free to wear one if you have one.

Textbook:

You may purchase this textbook at the University Bookstore.

**Course Description**
This course will explore the country music genre, including its major performers, songwriters, songs and impact on culture from the early times on the radio to the beginning of the twenty-first century. The course will examine some of the “off shoots” of country music including cowboy songs, bluegrass and rockabilly, as well as the development of country-pop and Nashville. Students enrolled in this course will evaluate country music’s content and contemporary cultural role through course readings, concert reviews, discussions and listening assignments.

**Course Objectives:**

Following this course, students should be able to these:

4. Describe and analyze the varieties of music that fall under the umbrella term of the “country music”

5. Identify and evaluate the contributions of influential musicians and people involved in country music

6. Understand how country music has contributed to American culture

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe and analyze the varieties of music that fall under the umbrella term of “country music”</td>
<td>*Concert Review projects</td>
</tr>
<tr>
<td></td>
<td>*Discussion Board</td>
</tr>
<tr>
<td></td>
<td>*Final and Midterm Exams</td>
</tr>
<tr>
<td>Identify and evaluate the contributions of influential musicians and people involved in country music</td>
<td>*Discussion Board</td>
</tr>
<tr>
<td></td>
<td>*Final and Midterm Exams</td>
</tr>
<tr>
<td>Understand how country music has contributed to American culture</td>
<td>*Concert Review project</td>
</tr>
<tr>
<td></td>
<td>*Discussion Board</td>
</tr>
</tbody>
</table>
Attendance
You will be expected to login at least twice per week to be considered keeping current with attendance. Moodle affords me the ability to monitor the frequency at which you login, as well as what you view while logged in. Your grade will be affected should you not maintain current with your weekly attendance.

Topics
Each week you will be asked to complete a reading assignment and participate in asynchronous discussions. In addition to reading and written assignments, you will find websites to visit as well as videos to watch. The websites and videos are an important part of the course, as they will give you further exposure to the artists/persons covered in the readings. The videos will give you the opportunity to experience the ways that the genre evolved in sound and appearance from the time of its inception. Both the websites and the videos, along with the readings, will only further help you to complete assignments to the best of your abilities. If you come across websites or videos in your studies that are not already a part of this course, please feel free to announce this link in the “General Discussion Area” of each week’s unit. Sometimes they cease to be available without warning. It is acceptable to reference these links in your writing assignments.

All websites can be found towards the bottom of the Topics menu. Video links can be found in each week’s Topic.

While it might seem overwhelming to view all of the videos and websites, they really are one of the best ways to fully experience and appreciate our material from the text. They will help you enhance your opinions and writing in this course.

Expectations for Writing Style:
As this is a college-level course, it is expected that you use advanced writing skills for your assignments. This means that you should take care when constructing sentences. For example, did you spell words correctly (watch out for homonyms)? Is there subject/verb agreement? Is your punctuation correct? Were proper grammar rules followed? Please refrain from using emoticons. A simple proofreading of your work goes a very long way! These expectations are factored into each assignment that will be graded in addition to content, focus/support of ideas, etc. Your assignments represent you. We won’t have the opportunity to meet face-to-face, so take pride in what you submit. Does this mean that I expect you to adopt a writing voice that isn’t “you?” I absolutely don’t expect this. I am only hoping you will push yourself to write well, conscientiously and most importantly support your opinions/ideas.

Citing Your Sources:
You might decide to investigate other sources for information and ideas when completing assignments. This is wonderful! The more you research and learn about a topic, the better your thought process will be when you start to write. This is not a license to copy someone else’s work and use it as your own. Plagiarism will not be tolerated. You will fail the course if you
are found to have plagiarized your assignments. If you use someone else’s writing, you must use quotation marks where necessary and properly make a citation within the body of your assignment. Please use MLA form. If you need help with this, you can use a website such as http://citationmachine.net/ to guide you. I am interested in your thoughts and ideas, not those of other people. A good rule of thumb to remember is that if it is not your original thought, you need quotation marks.

Because I’ve had students in the past who have been confused on this issue, here are some examples of plagiarism:

1. Copying and pasting material from a website you find on the internet.
2. Copying and pasting another student’s discussion post.
3. Copying and pasting another student’s assignment and submitting it as your own.

You’ll notice that the common phrase here is “copying and pasting.” Just avoid being dishonest in this course and we will not have problems. I do check for plagiarism regularly. You decided to be in college, you must now also choose to do the work. If you can’t, please drop the course.

Assignments:
You will find information on course assignments in this syllabus as well as in each week’s topic. If you have questions on how to proceed with an assignment, please e-mail me (amy.smart@umontana.edu).

***Weekly assignments (meaning asynchronous discussion submissions) are due on the last day of the current course week, Sunday. For example, Week 1 of the course runs from Monday, January 27- Sunday, February 2. All work for that week is due by 9pm MST on Sunday, February 2. All work must be submitted by 9pm MST. Late work will not be accepted. Due dates are not suggestions, but rather deadlines. I can’t make exceptions for some and not others, so please take notice. If you send me an email with an excuse for why you didn’t submit an assignment, I will feel sad that you missed the assignment but that is all.

***Exams, the concert review projects and the assignments for the last week of the semester have different due dates and times. Please make sure you are aware of when things are due.

Here is a brief outline of class assignments for each week:

<table>
<thead>
<tr>
<th>Dates</th>
<th>Material to be Covered</th>
</tr>
</thead>
</table>
| Week 1 (1/27-2/2) | Reading: Chapter 1  
|              | Syllabus Quiz                         |
|              | Asynchronous Discussion 1             |
| Week 2 (2/3-2/9) | Reading: Chapter 2  
|              | Asynchronous Discussions              |
| Week 3 (2/10-2/16) | Reading: Chapter 3  
|              | Asynchronous Discussions              |
| Week 4 (2/17-2/23) | Reading: Chapters 4  
<p>|              | Asynchronous Discussion              |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Reading</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>2/24-3/2</td>
<td>Chapter 5</td>
<td>Asynchronous Discussion</td>
</tr>
<tr>
<td>6</td>
<td>3/3-3/9</td>
<td>Chapter 6</td>
<td>Asynchronous Discussion</td>
</tr>
<tr>
<td>7</td>
<td>3/10-3/16</td>
<td>Chapter 7</td>
<td>Asynchronous Discussion</td>
</tr>
<tr>
<td>8</td>
<td>3/17-3/23</td>
<td>MIDTERM</td>
<td>Concert Review Project</td>
</tr>
<tr>
<td>9</td>
<td>3/24-3/30</td>
<td>Reading Chapters 8 AND 9</td>
<td>Asynchronous Discussions</td>
</tr>
<tr>
<td>10</td>
<td>3/31-4/6</td>
<td>SPRING BREAK</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>4/7-4/13</td>
<td>Chapter 10</td>
<td>Asynchronous Discussion</td>
</tr>
<tr>
<td>12</td>
<td>4/14-4/20</td>
<td>Chapter 11</td>
<td>Asynchronous Discussions</td>
</tr>
<tr>
<td>13</td>
<td>4/21-4/27</td>
<td>Chapter 12</td>
<td>Asynchronous Discussion</td>
</tr>
<tr>
<td>14</td>
<td>4/28-5/4</td>
<td>Chapter 13</td>
<td>Asynchronous Discussion</td>
</tr>
<tr>
<td>15</td>
<td>5/5-5/11</td>
<td>Reading Chapters 14 and 15</td>
<td>Asynchronous Discussions</td>
</tr>
<tr>
<td>16</td>
<td>5/12-5/16</td>
<td>Final Exam</td>
<td>Concert Review Project</td>
</tr>
</tbody>
</table>

The Midterm and Final Exams

The midterm and final exams will be made available on Moodle. The week of the midterm exam you will have access from Monday, March 17 at 9:00pm MST until Wednesday, March 19 at 9pm MST. The week of the final exam you will have access from Monday, May 12 9:00pm MST until Wednesday, May 14 at 9:00pm MST. **Wednesday at 9:00pm MST is the date and time by which each test needs to be completed and submitted.** Do not log in on Wednesday at 8:58pm expecting to be able to take the exam. Once the time is 9:00pm you will be locked out of the exam and ultimately out of luck. Finally, your exams are your responsibility and no “make ups” will be offered.

Here are the dates for the exams again: **Midterm: Mar. 17- Mar. 19 at 9:00pm MST**
**Final: May 12- May 14 at 9:00pm MST**

Moodle will log you out of the exam after three hours. SAVE YOUR WORK to a word document so that you don’t lose your work. You have been warned. Every semester a few people don’t heed my advice and they end up angry with me, demanding that I reopen the exam for them. It is not your right to have this done for you. SAVE YOUR WORK.

Asynchronous Discussions

This course requires that all students take an active part in all asynchronous discussions. An asynchronous discussion is simply a way to have an online conversation with other members of the class. “Asynchronous” means that the conversation is not happening all at once. Responses
will filter in throughout the week. **A minimum of two postings is required of each student each time there is a specific discussion topic.** One of these postings should be of a more “extensive” nature, i.e.: at least a paragraph in length and is worth 25 points. The second posting can be a response to something another member of the class has written, and is worth 10 points.

These discussion assignments will be graded on your depth of contribution, focus of your ideas and supporting evidence for your opinions. You should view these discussions as a central component of the course. These discussions will make our work together that much more rich and rewarding. Your ideas are valued and play a significant role in the course. It should go without saying that it is expected that all students’ ideas be treated with respect. Although differences of opinion are welcomed, they must be presented and reacted to with courtesy and remain germane to the topic at hand. I will post the topics for said asynchronous discussions each time. There are direct links to each discussion within each Learning Unit in the weeks they have been assigned.

**You will find a document regarding the grading of discussions in the Week 1 Topic. It is your responsibility to read, understand and ask questions (if necessary) about the document.**

You are always welcome to create discussions of your own each week. You might read something in the text, find something in your research, or randomly think something that makes you want to start a discussion. Please do so in the discussion labeled “General Discussion” in each week’s Topic. Please remember that postings are to remain professional, courteous, thoughtful and respectful at all times.

**Concert Review Projects**

You will be required to attend two country music concerts during the course of this class. This can range from a local band playing at a bar, to a public performance in a park, to a major name act. Plan now for the events you will attend. Your reviews should be a minimum of one and a half pages in length (12 point font, single spaced). Correct spelling and grammar are expected. As you attend the performance, be thinking to yourself “What would a reader want to know about what I am seeing?” Take notes. Comment on such details as the make up and instrumentation of the band, the repertoire, the country music style (give evidence for why you classify it as such), and the performance itself. Perhaps you could talk with some of the members of the band before, after or during a break at the show. You could also interview members of the audience for a nice narrative touch. Narratives add a lot to a project such as this.

The due dates for these reviews are as follows: Monday, March 17 at 9:00pm MST and Monday, May 12 at 9:00pm MST. **No late assignments will be accepted.** Please do not e-mail me the week before the project is due in a panic because you can’t find anything to attend. If you plan ahead, you will not have this problem. You will find links for submitting the projects in the Topic of the week they are due. **The Topics menu has a document that you should read that details specifically how to write a concert review. It is in the Week 1 Topic. Use this as your guide. Please make sure that you read and understand the document well in advance of when you attend your chosen performance.**
Grading
Your grades will be based on the total points you earn for the term. The review projects and exams will be worth a significant amount of points, as I do not grade on a curve.

Points for course work are assigned as follows:

Syllabus Quiz: 25
Asynchronous Discussions: 35 points (1st post is 25 points and 2nd post is 10 points)
Concert Review Projects and Exams: These are each worth 100 points

Grades will be awarded as follows:

A= 90-100%
B= 80-89%
C=70-79%
D=60-69%
F= 0-59%

*I do not offer extra credit of any kind in this course.

Communication
Please make sure you check your university e-mail daily. This is the way I will communicate with you should I need to get a message out.

Academic Integrity
Cheating is not tolerated in any form in this class and will be prosecuted to the full extent.
According to the University of Montana Code: All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review online at www.umt.edu/SA/VPSA/Index.cfm/page1321.

Accommodations
Students who are in need will receive reasonable accommodations in this online course. To request course modifications, please contact me as soon as possible. I will work with you and Disability Services in this process. For more information, please visit the Disability Services website at http://www.umt.edu/dss/ or call (406) 243-2243.

Technical Support
UMOnline Support Desk
For questions:
Monday-Friday, 8 a.m. - 5 p.m. (excluding University holidays)
Call: 406.243.4999 or 866.225.1641 (toll-free)
E-mail: courseware-support@umontana.edu

If you need additional plug-ins, please utilize this IDD webpage:
http://umont.edu/xls/techsupport/pluginsdownloads.aspx
Final Thoughts
It is your responsibility to thoroughly read through this document. I would go so far as to request that you print a copy for yourself for quick reference. It is your responsibility to ask me for clarification on any matter you did not find clear. When you feel you have read this document completely, please take the “Syllabus Quiz” located on Moodle. This quiz must be completed by Sunday, February 2 at 9:00pm MST.

Here is a final thought regarding late work. Life happens. We get sick. Our computers fail us. We break up with significant others. Our car dies. The list goes on. In my teaching career I have heard it all. It seems that some people think they are exceptions to the stated rules. I’ll tell you now that you are not. If your computer breaks, then you need to go to a friend’s house, the public library, or somewhere else to use a computer. You have an entire week to complete assignments. If you become ill on Sunday morning and are too sick to submit work because you waited until the last minute you will have to accept the zero or find a way to get your work in to me. Not doing your concert review projects because you just couldn’t find any bands to see is not an excuse. There is always something going on. Waiting until three days after something is already late to tell me that you just couldn’t get your work in for this, that or the other reason is your choice. Just know that although I’ll appreciate the communication, late work is not accepted. That being said, there is a huge difference between that and someone talking to me well in advance of a due date about a conflict he/she might have that week. This I can work with.

I reserve the right to make changes and/or adjustments to this syllabus as I deem them necessary at any time.

Please note: Approved general education changes will take effect next fall.

General education instructors will be expected to provide sample assessment items and corresponding responses to the Assessment Advisory Committee.