

Type of Request

Renew

Course Title

Music of the 20th Century to Present

Subject Code

MUSI

Course Number

415

Catalog Year

-

College

College of the Arts and Media

Department

Music

Level

Both (UG)

Campus

Mountain Campus

Semesters offered

Intermittent

Description & Purpose

Our course is an introduction to Western art music of the 20th century to the present. By studying representative works of important composers, we'll learn about the immense changes in musical style that characterize this period, and also about the important cultural, political, and social movements that inspired and shaped such diverse music. As this course fulfills UM's Advanced Writing requirement, you'll also develop writing skills that are relevant to a professional career in music.

Attachments

Syllabus

[Syl-F19-MU415H-50-JR.docx](#)

Other

[Mus415.ProgNote.docx](#)

Learning Outcomes

Provide examples of how the course will support students in achieving each learning outcome. Describe how you will determine that students have met the learning outcomes. This should include specific examples of assignments, or rubrics that directly measure learning outcomes. Please attach or provide a web link to relevant assessment materials.

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Find, evaluate, analyze, and synthesize information effectively and ethically from diverse sources. (see Mansfield Library Information Literacy Guide)

Identify and pursue sophisticated questions for academic inquiry.

"Essay 1: Program Note " requires students to research the genesis of a musical work and provide a musical description of the work that guides the listener through the piece. Researching the genesis of the work requires consultation of primary and secondary sources and the musical description requires students to critically listen to the piece for elements of form, rhythm, melody, and harmony and communicate that in an appropriate way for a general audience (see attached rubric) Essay 2: Response Essay requires the students to provide a critical response to a published essay entitled "Who cares if you listen?" which involves a sophisticated and technical argument by the author who argues that audiences are irrelevant to classical music. This usually provokes a heated response! Essay 3: Concert Review asks students to place new compositions within a stylistic context relative to other works and musical movements with which they are familiar

Find, evaluate, analyze, and synthesize information effectively and ethically from diverse sources.

"Essay 1: Program Note " requires students to research the genesis of a musical work and provide a musical description of the work that guides the listener through the piece. Researching the genesis of the work requires consultation of primary and secondary sources. I provide links to relevant databases for their research in the Mansfield Library, as well as the Music Subject page with linked resources. We touch on ethical use of sources and plagiarism, but this is dealt with more thoroughly in MUSI 301 (a pre-req for the course and an intermediate writing course).

Manage multiple perspectives as appropriate.

The following Learning Outcomes section can be skipped.

Recognize the purposes and needs of discipline-specific audiences and adopt the academic voice necessary for the chosen discipline.

The three formal essays for the course each explore common kinds music-specific professional writing: Essay 1: Program Note (research communicated to a general audience); Essay 2: Response Essay (to a published article); Essay 3: Concert Review (to a general, but musically educated audience). The Program Note and Concert Review have word limits that would be consistent with published program notes for a symphony or choral concert; or a review of a concert in a newspaper or magazine.

Use multiple drafts, revision, and editing in conducting inquiry and preparing written work.

The students get peer review and instructor feedback for the Program Note essay. They revise and resubmit based on their constructive feedback.

Follow the conventions of citation, documentation, and formal presentation appropriate to that discipline.

Students are required to follow Chicago Manual of Style (Footnotes Humanities) for citation and style guidelines relevant to music (uniform guidelines for titles of musical works and musical terms).

Learning Outcomes

Writing Course Requirements

Enrollment capped at 25 students?

Yes

If enrollment is not capped at 25, list maximum course enrollment

-

If enrollment is not capped at 25, justify the request for variance.

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Briefly explain how students are provided with tools and strategies for effective writing and editing in the major.

These are provided in the linked resources from Mansfield Library. I also have discussion forums organized around consideration of what makes a "good program note," "a good concert review," etc. Students are asked to critique a variety of professional standards as examples, and are encouraged to use these as a model, but also to find their own voice within the standard conventions.

Which written assignments will include revision in response to instructor's feedback?

The Program Note requires formal revision and resubmission.

Writing Assignments

Please describe course assignments. Students should be required to individually compose at least 20 pages of writing for assessment. At least thirteen of these 20 pages should be new, previously unsubmitted content rather than revised work. Quality of content and writing are integral parts of the grade on any writing assignment. At least 50% of the course grade should be based on students' performance on writing assignments.

Please describe course assignments. Students should be required to individually compose at least 20 total pages of writing for assessment. At least 13 of these 20 pages should be new, previously unsubmitted content rather than revised work. Quality of content and writing are integral parts of the grade on any writing assignment. At least 50% of the course grade should be based on students' performance on writing assignments.

Formal Graded Assignments

Program Notes; Response Essay; and Concert Review. The also get a grade for the exam essays, but I'm less concerned with organization, mechanics, and grammar.

Informal Ungraded Assignments

Weekly discussion forums--usually two per week.

Attach a sample writing assignment. Include instructions / handouts provided to students.

[Mus415.ProgNote.docx](#)

Writing Assessment Report

If this information is not yet available, Items VIII. B- D must be completed within one year of this course review (re-submit the entire form with these sections completed).

Assessment Plan: Describe how you will determine that students have met the learning outcomes. This should include specific examples of assignments, or rubrics that directly measure learning outcomes. Please attach or provide a web link to relevant assessment materials.

Assessment Plan

Please see attached Rubric

Achievement Targets

Using the holistic rubric provided by the UPWA, I'd like to see 100% of my class score Proficient or Advanced in 2 out of 3 of their assignments.

Assessment Findings

I last taught this course in Fall 19. I didn't gather formal assessment data then, but I will when I next teach the course in Fall 21. Informally, I suspect about 85% of the class performed at the Proficient or Advanced level. I plan to embed criteria from the holistic rubric into my Program Note assignment prompt (their first essay) as well as the grading rubric.

Credits

Credit Hours	
Min	Max
-	-
Value	Operator
-	-

Contact Hours**Min**

-

Max

-

Value

-

Operator

-

Billing Hours**Min**

-

Max

-

Value

-

Operator

-

Lecture Hours**Min**

-

Max

-

Value

-

Operator

-

Lab Hours**Min**

-

Max

-

Value

-

Operator

-

Other Hours	
Min	Max
-	-
Value	Operator
-	-

Academic Progress Hours	
Min	Max
-	-
Value	Operator
-	-

Financial Aid Hours	
Min	Max
-	-
Value	Operator
-	-

Course Count

-

Repeatable

No

Number Of Repeats

-

Number Of Credits

-

Topics

-

Requisites

No Requisites

Components

-