

**Core Curriculum Course Submission**  
Criteria: Fine Arts

**1. General Information**

<b>a. Originating Person</b>	<b>b. Contact Person's E-mail</b>	<b>c. Contact Phone</b>	<b>d. Date</b>
Vicki Lind	VRLind@ualr.edu	569-3294	3/5/19
<b>e. College/School</b>	<b>f. Department/Program</b>		
College of Arts, Letters, and Sciences	Music		

**Submission Statement**  
By submitting this form, we acknowledge our understanding that the Core Council has the authority to review approved courses to ensure they continue to meet the established goals and outcomes of that category of the core; that the Council has authority to develop a core assessment program; and that the Council will be developing review and assessment policies by the end of 2014. Further, we agree that if this course is approved, we will participate in the university-wide assessment of the core.

**Chair and Dean Awareness**  
A separate statement from the chair must be included that states that the department faculty have approved this course for submission to the core and that the chair takes responsibility for informing the Dean about the submission of the course.

**2. Course Information**

<b>a. Course ID (RHET 1312)</b>	<b>b. Current Title</b>
MUHL 2305	Introduction to Music

**c. Catalog Description**  
Recommended prerequisite: RHET 1311. Introduction to the creative process and history of music, vocabulary and descriptive terms used in the musical arts, and how to write about them. Attendance at arts events is required. Students will learn through writing, reading, discussing, listening, and participating in critical thinking and problem-solving activities. Fulfills core requirement in aesthetics. Three credit hours. (ACTS Course Number MUSC 1003)

**d. How will your department ensure a level of consistency among sections of this course? Who will be responsible for this?**  
Music Department faculty and adjuncts who teach MUHL 2305 use a syllabus template, which specifies the course's student learning objectives. Syllabi are collected by the department chair each semester; the syllabus template is provided to any new faculty who are going to teach the course. The expectation is that there is room for individual differences between instructors in terms of repertoire emphasis and textbook choice, but student learning outcomes and objectives are consistent section to section. Faculty instruction is evaluated as part of annual review.

Educational Goals	Learning Outcomes students will	Learning Objectives: At the end of the course students will be able to	Assignments	Explanation
<b>Knowledge 2 – Concepts, Methodologies, and the Global Heritage of the Arts</b>	1. understand and identify exemplary works of art from a variety of cultures and historical periods;	<b>Learning Objectives 2.1</b> discuss the historical roots of music; identify styles and genres of music, and consider parallels in disciplines such as history, art, theatre, or literature; aurally identify style characteristics, genres, and representative exemplary compositions; complete several hours of assigned listening	<b>Assignments 2.1</b> Textbook and article reading assignments; lectures; assigned listening; low-stakes quizzes, high-stakes exams (mid-term and final)	<b>Explanation 2.1</b> Students will build vocabulary to address the learning objectives. Students will be exposed to a variety of musical compositions from different styles, genres, and historical periods, and to contextual information for these.
	2. understand the methods and vocabulary used in a particular arts discipline;	<b>Learning Objectives 2.2</b> describe performance media in writing while listening to music; identify the roles in the musical process, from conception to performance. Recognize and define timbre, rhythm, melody, harmony, and texture; explain how a music creator (composer, artist, band, etc.) uses these musical elements in works for solo, small ensemble, and large ensemble	<b>Assignments 2.2</b> Textbook reading assignments; lectures; assigned listening; low-stakes quizzes	<b>Explanation 2.2</b> Students will learn objective information about musical performance media, and elements of music, which will enhance their listening skills, and help them understand the subjective choices composers make in creating musical compositions
<b>Skills 1 – Communication</b>	1. explain, orally and in writing, reactions to works of art, using appropriate arts terminology;	<b>Learning Objectives 1.1</b> write a descriptive report of a concert, accurately applying elements of music to pieces heard on the program; share personal impressions about a concert, including observations about the audience’s level of interest, and the venue, and anything noteworthy about the	<b>Assignments 1.1</b> Students are required to attend and write about a concert from a list of approved concerts; additionally, a variety of recorded musical examples are studied as part of assigned listening	<b>Explanation 1.1</b> A concert report template or observation form is provided for students, to guide their note-taking about a concert. This provides the basis for developing a concert report. The ability to read music is not required for this course. However, the concert report template and observation

		performance		form are structured to help students make sense of what they're hearing and write meaningfully about music.
	2. present basic critical analyses of works of art;	<b>Learning Objectives 1.2</b> write to compare two or more musical compositions of disparate styles, using appropriate musical vocabulary;	<b>Assignments 1.2</b> In face-to-face classes or online, discussion following observation of live and recorded musical performances;	<b>Explanation 1.2</b> Low-stakes discussion assignments give students the opportunity to share their impressions while refining their use of appropriate vocabulary. This is preparation for writing a concert report.
<b>Educational Goals</b>	<b>Learning Outcomes students will</b>	<b>Learning Objectives: At the end of the course students will be able to</b>	<b>Assignments</b>	<b>Explanation</b>
<b>Skills 2 – Critical Thinking</b>	1. develop one's own basic analyses and informed judgments of works of art that consider the uniqueness, underlying assumptions, history, culture, and process of art-making within a particular art discipline;	<b>Learning Objectives 2.1</b> Articulate the relationship between works of music and the culture that created them, and their relevance to the larger human experience.	<b>Assignments 2.1</b> Lecture, textbook readings, articles, quizzes, and discussion	<b>Explanation 2.1</b> Students will engage in the evaluation of compositions, composers, and performers. Regardless of whether a piece is a personal favorite or not, students will develop facility in objectively identifying why a piece of music was created, and evaluating it's cultural relevance.
<b>Educational Goals</b>	<b>Learning Outcomes students will</b>	<b>Learning Objectives: At the end of the course students will be able to</b>	<b>Assignments</b>	
<b>Skills 3 – Information Technology</b>	1. develop current technological literacies for inquiry, exploration, and communication;	<b>Learning Objectives 3.1</b> Use course management software for accessing course material, communicate with the instructor, and with classmates; use audio and video files to hear musical examples; use word processing software for papers,	<b>Assignments 3.1</b> Journal entries, Discussion board entries, Concert Report, Email	<b>Explanation 3.1</b> In the first part of the semester, a variety of low-stakes assignments provide experience with accessing information from various scholarly resources about music, including the Naxos database of recordings, and

		applying appropriate academic style manual to format		Oxford Music Dictionary Online. Later in the semester, high-stakes assignments require greater facility with specified technology; papers will be typed on computer and turned in electronically
	2. assess the reliability and relevance of information resources;	<b>Learning Objectives 3.2</b> Identify the respected professional web resources about music	<b>Assignments 3.2</b> Homework assignments, papers	<b>Explanation 3.2</b> Students will be expected to consult scholarly music resources, and not merely Google for information. Students will also critically explore and describe how advances in technology affect the creative process in music.
<b>Educational Goals</b>	<b>Learning Outcomes students will</b>	<b>Learning Objectives: At the end of the course students will be able to</b>	<b>Assignments</b>	<b>Explanation</b>
<b>Values 1 – Ethical and Personal Responsibility</b>	1. take responsibility for completing assignments in an honest and ethical manner, working on their own when required and acknowledging resources when used;	<b>Learning Objectives 1.1</b> Write independently, without excessive or unattributed use of quotation from the works of others	<b>Assignments 1.1</b> Journal entries, Discussion board entries, Concert reports	<b>Explanation 1.1</b> The university policy on academic integrity is included in the syllabus and discussed in class. Anti-plagiarism software such as SafeAssign is used to monitor concert reports
<b>Educational Goals</b>	<b>Learning Outcomes students will</b>	<b>Learning Objectives: At the end of the course students will be able to</b>	<b>Assignments</b>	<b>Explanation</b>
<b>Values 2 – Civic Responsibility</b>	1. understand and experience the roles played by the arts in developing a sense of civic community through community arts performances and institutions;	<b>Learning Objectives 2.1</b> Identify the functions of music (e.g. ceremonial, roots music, and art music) and the range of venues where music is performed, and the ways music contributes to building a sense of community, communication, and connection	<b>Assignments 2.1</b> Attendance at live musical performances	<b>Explanation 2.1</b> Concert attendance offers students opportunities for civic engagement and aesthetic experiences which are then described, analyzed, and interpreted in written assignments.
<b>Educational Goals</b>	<b>Learning Outcomes students will</b>	<b>Learning Objectives: At the end of the course students will be able to</b>	<b>Assignments</b>	<b>Explanation</b>

<b>Value 3-Global and cultural Understanding</b>	<p>in addition to the study of diverse cultural art production as mentioned in Knowledge 2, students will :</p> <p>1. develop an understanding of how the arts reflect the experiences of diverse cultures and values;</p>	<p><b>Learning Objectives 3.1</b></p> <p>Compare approaches by different composers. Demonstrate knowledge of important works of music, and why they are important.</p>	<p><b>Assignments 3.1</b></p> <p>Assigned reading, Discussion, written homework</p>	<p><b>Explanation 3.1</b></p> <p>Music has in common with the other arts that there is no single determinant for what is popular or even considered "beautiful." The expressive impact of music may be understood objectively, creatively, and subjectively from consideration of varied styles and genres.</p>
	<p>in addition to the study of diverse cultural art production as mentioned in Knowledge 2, students will:</p> <p>2. develop respect for diverse viewpoints about the meanings and values of works of art.</p>	<p><b>Learning Objectives 3.2</b></p> <p>Evaluate diverse viewpoints about the meanings and values of musical compositions. Describe the complexities and cultural implications of ethical issues relevant to music, e.g., illegal streaming, copyright, song lyrics</p>	<p><b>Assignments 3.2</b></p> <p>Discussion, weekly readings</p>	<p><b>Explanation 3.2</b></p> <p>Musical tastes vary among students, and not every piece assigned for listening homework will be a favorite, but students benefit from exposure to a rich variety of kinds of musical expression, and from learning to articulate what they like and why, what they dislike and why.</p>

Additional Comments:

*Belinda Blevins-Knabe*

Approved by Core Curriculum Committee

4-30-19

Date

*Chris Duke*

Approved by Provost

6/4/19

Date

*A. Logan*

Approved by Chancellor

6/12/19

Date