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## MEMORANDUM

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FINAL FACULTY SENATE APPROVAL ON 12/9/2014

TO: Faculty Senate  
FROM: Jack Kirby *JK*  
DATE: November 3, 2014  
SUBJECT: Curriculum Proposal #14-15-04, REV #1  
Department of Music Courses

I recommend approval of the attached REVISION #1 Curriculum Proposal 14-15-04. This proposal allows for the implementation of two permanent courses; MUSI 1118 Exploring Music in America and MUSI 1119 Exploring Music in World Cultures. Previously these courses have been listed under the special topics heading, 1199. Additionally, these new courses will be submitted to fulfill the General Studies Attribute VIIA for the 2015-2016 academic year.

C: Dr. Christina Lavorata  
Dr. Constance Edwards  
Ms. Leslie Lovett  
Ms. Evie Brantmayer  
Ms. Cheri Varkonda



**CURRICULUM PROPOSAL** (Submit one hard copy and an electronic copy to the Associate Provost by the second Tuesday of the month.)

**Proposal Number:** 14-15-04

**School/Department/Program:** Fine Arts/Music

**Preparer/Contact Person:** Constance Edwards

**Telephone Extension:** 4166

**Date Originally Submitted:** September 3, 2014

**Revision (Indicate date and label it  
Revision #1, #2, etc.):** Rev. 1, October 28, 2014

**Implementation Date Requested:** Fall 2015

- I. **PROPOSAL.** Write a brief abstract, not exceeding 100 words, which describes the overall content of the proposal.

This proposal seeks to implement two permanent course numbers for music courses taught under MUSI 1199 in the past. These two courses are MUSI 1118 Exploring Music in America and MUSI 1119 Exploring Music in World Cultures. These courses are also being submitted to fulfill the General Studies Attribute VIIA – Arts (for approval for the 2015-2016 academic year).

- II. **DESCRIPTION OF THE PROPOSAL.** Provide a response for each letter, A-H, and for each Roman Numeral II–V. If any section does not apply to your proposal, reply N/A.

- A. Deletion of course(s) or credit(s) from program(s)

Total hours deleted. N/A

- B. Addition of course(s) or credit(s) from program(s)

Total hours added. N/A

- C. Provision for interchangeable use of course(s) with program(s)

N/A

- D. Revision of course content. Include, as an appendix, a revised course description, written in complete sentences, suitable for use in the university catalog.

N/A

- E. Other changes to existing courses such as changes to title, course number, and elective or required status.

N/A

F. Creation of new course(s). For each new course

1. Designate the course number, title, units of credit, prerequisites (if any), ownership (FSU or shared) and specify its status as an elective or required course. If you are creating a shared course, attach a memo from the Deans of the affected Schools explaining the rationale for the course being shared.

MUSI 1118 Exploring Music in America            3 cr.    no prerequisites            FSU    elective

MUSI 1119 Exploring Music in World Cultures 3 cr.    no prerequisites            FSU    elective

2. Include, as an appendix, a course description, written in complete sentences, suitable for use in the college catalog.

See Appendix A

3. Include, as an appendix, a detailed course outline consisting of at least two levels.

See Appendix B

4. In order to meet the requirements as outlined in Goal One of the Strategic Plan, please include Outcome Competencies and Methods of Assessment as an appendix. Examples are available upon request from the Chair of the Curriculum Committee.

See Appendix C

G. Attach an itemized summary of the present program(s) affected, if any, and of the proposed change(s).

Describe how this proposal affects the hours needed to complete this program. Specifically, what is the net gain or loss in hours? Use the format for Current and Proposed Programs.

N/A

III. **RATIONALE FOR THE PROPOSAL.**

- A. **Quantitative Assessment:** Indicate the types of assessment data, i.e., surveys, interviews, capstone courses, projects, licensure exams, nationally-normed tests, locally developed measurements, accreditation reports, etc., that were collected and analyzed to determine that curricular changes were warranted. Quantitative data is preferred.

Music Education majors who have taken the Praxis Music Content test have discovered a working knowledge of a variety of styles of music is required. Some examples include Jazz, Gamelan (Indonesian), and American popular. While some exposure to music of “other” cultures is presented in the Music History sequence, the main focus of those courses is the Western Art Music (Classical) tradition (which is also heavily tested on the Praxis Music Content test.)

As part of General Studies, a wider variety of courses can fulfill the Attribute VIIA – Arts. Students in the general population frequently comment on in-class surveys as well as the end-of-term evaluation that they have enjoyed learning about music from a variety of cultures rather than just the Western Art Music tradition which is the main focus of MUSI 1120 (no matter who is teaching it). These topical classes have been offered as MUSI 1199, but have not counted toward G.S. because MUSI 1199 was not approved for G.S. These courses will be submitted to the General Studies committee for approval for the 2015-2016 academic year.

- B. **Qualitative Assessment:** Based upon the assessment data above, indicate why a curricular change is justified. Indicate the expected results of the change. Be sure to include an estimate of the increased cost, or reduction in cost of implementation. FOR EXAMPLE: Will new faculty, facilities, equipment, or library materials be required?

Based on the description above, these classes would allow Music majors to take these topical courses to further their knowledge and participate in classes that would not “run” due to low enrollment if they were just for music majors. The non-music majors will have other options to meet Attribute VIIA – Arts, and can find a topic that suits them. These two courses function very much like MUSI 1120 – Music Appreciation. It should be noted that while the topics have been taught under the MUSI 1120 title, Music majors have a separate Music Appreciation course and therefore should not take MUSI 1120.

Since I have taught these courses in the past, no additional faculty or resources will be required.

- IV. Should this proposal affect any course or program in another school, a memo must be sent to the Dean of each school impacted and a copy of the memo(s) must be included with this proposal. In addition, the Deans of the affected schools must sign below to indicate their notification of this proposal.

By signing here, you are indicating your college's/school's notification of this proposal.

College/School	Dean	Signature

- V. Should this proposal affect any course to be added or deleted from the general studies requirements, a memo from the chair of the General Studies Committee indicating approval of the change must be included with this proposal.

- VI. **ADDITIONAL COMMENTS.**

## APPENDIX A

### Course Descriptions

MUSI 1118 Exploring Music in America 3 cr.

An exploration of the vernacular traditions within the United States. Students are encouraged to develop their own perspectives, talents, listening/critical skills, and appreciation for the musical interests of others. Regular use of sound and video recordings of music will play an integral part in the class.

MUSI 1119 Exploring Music in World Cultures 3 cr.

An exploration of the various styles of music throughout the world. Students are encouraged to develop their own perspectives, talents, listening/critical skills, and appreciation for the musical interests of others. Regular use of sound and video recordings of music will play an integral part in the class.

## APPENDIX B

### Course Outlines

#### MUSI 1118 Exploring Music in America

1. Introduction
2. Elements of Music
  - a. Melody
  - b. Harmony
  - c. Rhythm
  - d. Timbre
3. Listening
  - a. Active
  - b. Passive
4. Vernacular traditions
  - a. Tin Pan Alley
  - b. Musical Theater and Film
5. EXAM #1
  
6. Blues
  - a. Country
  - b. City
7. Jazz
  - a. New Orleans Jazz
  - b. Big Band Jazz
  - c. Bebop, Cool Jazz
8. Country
  - a. Early
  - b. Modern
9. Latin Popular
  - a. The Caribbean
  - b. Brazil
  - c. Mexico
10. EXAM #2
  
11. Rock and Roll
  - a. Rhythm & Blues
  - b. Birth of R&R
  - c. Motown
  - d. British Invasion
12. Popular since 1970
  - a. Punk
  - b. Disco
  - c. Hip-Hop & Rap
13. Student presentations
14. EXAM #3

**APPENDIX B**  
**Course Outlines**

MUSI 1119 Exploring Music in World Cultures

1. Introduction
2. How Music Works
  - a. Melody
  - b. Harmony
  - c. Rhythm
  - d. Timbre
3. Listening
  - a. Active
  - b. Passive
4. West African
  - a. Context
  - b. Drumming
  - c. Kora
5. EXAM #1
6. Latin American
  - a. Mambo
  - b. Cha cha cha
  - c. “Oye Como Va” Tito Puente and Santana
7. Indian
  - a. Context
  - b. Raga
  - c. Ravi Shankar
8. EXAM #2
9. Chinese
  - a. Zheng
  - b. Dynastic use
  - c. Conservatory study
10. Balinese
  - a. Context
  - b. Beleganjur
  - c. Kecak
  - d. Contest
11. Student presentations
12. EXAM #3

## APPENDIX C

### Outcome Competencies and Methods of Assessment

MUSI 1118 Exploring Music in America  
MUSI 1119 Exploring Music in World Cultures

#### Learning Outcomes (both courses)

##### Gaining factual knowledge:

1. The student will define and use basic music terms on assessments, in written assignments and discussion.

##### Gaining a broader understanding and appreciation of cultural activity:

2. The student will use active listening skills to recognize characteristics of musical styles on listening portions of the exams and to describe listening experiences in concert reports and assignments.
3. The student will distinguish different styles of music in class activities including discussions and presentations.

#### Methods of Assessment (both courses)

1. In-class or Assigned Exercises
2. Quizzes & Exams
3. Class Discussion
4. Presentations
5. Listening Journals
6. Concert Reports