

February 12, 2013

1. College: **College of Fine Arts**
2. Department: **School of Music**
3. Course status: **existing; requires modification**
4. Course prefix and number: **MUS 140**
5. Course title: **Music Appreciation**
6. Course catalog description: **For non-music majors or minors only, focusing on listening, understanding, and appreciating music literature of the Western and American musical heritage.**
7. Number of semester credit hours: **3**
8. Estimated total course enrollment per year: **1000**
9. Course prerequisites and/or required qualifications for enrolling in the class:
10. Course **is/will be** available online.
11. Foundational Component Area: **Creative Arts**
12. Explain why this course fits into this foundation component area: **MUS 140 focuses on the appreciation and analysis of musical works from the Western and/or American music tradition, which consists of creative artifacts (musical scores) and works of the human imagination (the composition, interpretation, and performance of said musical scores by professional and amateur artists). Students will be instructed about the disparate elements and influences that are synthesized to create a musical performance, will observe and participate in the interpretive process as listeners by attending performances, and will communicate critically, creatively, and innovatively about these experiences through individual and group assignments.**
13. Core Objectives
 - Critical Thinking - Students will be instructed in key concepts, definitions, and techniques designed to foster the ability to listen to and think critically about music and music performance. Students will demonstrate these skills through concert reports requiring them to analyze and evaluate a performance(s), and creatively and coherently express their opinions about the experience. Furthermore, students will complete a Civic Engagement project in which they will be required to synthesize class lecture material and present it to a non-class member whom they will also invite to a live performance, create original performance-related questions to ask this person, and compare and contrast their own responses with their guest's.
 - Communication Skills - Students will be instructed in the fundamentals of writing about, and discussing/presenting, music through class lectures and textbook readings/discussion. Through the Civic Engagement project, students will create and orally deliver an original presentation to a peer. The project will include a PowerPoint presentation (oral and visual communication) that will be recorded on video and uploaded to D2L. Written communication will be demonstrated through a concert report(s) that expresses individual opinion and the comparison of multiple interpretations/experiences.
 - Teamwork - Music is at its core a collaborative art form. Through lectures, readings, and demonstrations students will be instructed on the collaborative nature of music

performance. The Civic Engagement project will require students to be divided into groups and, after sharing individual points of view, create a post-concert list of questions for their invited concert guest. Students will be instructed on the expectations of working effectively with others and will complete a peer-assessment as part of the project.

- Social Responsibility - Through lecture, textbook, demonstration, and/or performance attendance, students will be instructed on the role of music as a vehicle for social change, as well as cultural and philosophical expression. Through the Civic Engagement project, students will be required to act as liaisons between their peers and the art music community, which exists regionally, nationally, and globally. The material taught in class, and subsequently passed on to peers, prepares students for concert attendance and future arts patronage in any geographical or cultural setting.

Contact person for questions about this submission:

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