

MUSC 10A: SURVEY OF MUSIC LITERATURE I

In Workflow

1. MUSC Committee Chair (a.kreckmann@csus.edu; scott.perkins@csus.edu)
2. MUSC Chair (blumberg@csus.edu)
3. ALS College Committee Chair (irwin@csus.edu)
4. ALS Dean (mwilson@csus.edu)
5. Academic Services (curriculum@csus.edu)
6. Senate Curriculum Subcommittee Chair (curriculum@csus.edu)
7. Dean of Undergraduate (gardner@csus.edu)
8. Dean of Graduate (cnewsome@skymail.csus.edu)
9. Catalog Editor (catalog@csus.edu)
10. Registrar's Office (k.mcfarland@csus.edu)
11. PeopleSoft (PeopleSoft@csus.edu)

Approval Path

1. Wed, 12 Oct 2022 23:22:06 GMT
Scott Perkins (scott.perkins): Rollback to Initiator
2. Sat, 19 Nov 2022 00:02:11 GMT
Andrew Kreckmann (a.kreckmann): Approved for MUSC Committee Chair
3. Wed, 07 Dec 2022 18:57:50 GMT
Stephen Blumberg (blumberg): Approved for MUSC Chair
4. Thu, 26 Jan 2023 01:06:43 GMT
Jacqueline Irwin (irwin): Rollback to Initiator
5. Tue, 07 Feb 2023 16:02:05 GMT
Scott Perkins (scott.perkins): Approved for MUSC Committee Chair
6. Tue, 14 Feb 2023 04:42:09 GMT
Stephen Blumberg (blumberg): Approved for MUSC Chair
7. Tue, 14 Feb 2023 05:21:00 GMT
Jacqueline Irwin (irwin): Approved for ALS College Committee Chair
8. Tue, 14 Feb 2023 16:51:35 GMT
Melinda Wilson Ramey (mwilson): Approved for ALS Dean

Date Submitted: Tue, 07 Feb 2023 00:19:08 GMT

Viewing: MUSC 10A : Survey of Music Literature I

Last edit: Tue, 07 Feb 2023 00:19:07 GMT

Changes proposed by: Chantal Frankenbach (214091671)

Contact(s):

Name (First Last)	Email	Phone 999-999-9999
Chantal Frankenbach	cfranken@csus.edu	916-278-7980
David Wells	david.wells@csus.edu	916-278-3903

Catalog Title:

Survey of Music Literature I

Class Schedule Title:

Survey of Music Lit I

Academic Group: (College)

ALS - Arts & Letters

Academic Organization: (Department)

Music

Will this course be offered through the College of Continuing Education (CCE)?

No

Catalog Year Effective:

Fall 2023 (2023/2024 Catalog)

Subject Area: (prefix)

MUSC - Music

Catalog Number: (course number)

10A

Course ID: (For administrative use only.)

151111

Units:

3

Is the only purpose of this change to update the term typically offered or the enforcement of existing requisites at registration?

No

In what term(s) will this course typically be offered?

Fall term only

Does this course require a room for its final exam?

Yes, final exam requires a room

This course complies with the credit hour policy:

Yes

Justification for course proposal:

We are submitting this proposal in order to clarify course activities in the course description that appear in the catalog. We want to ensure that students who enroll understand they must be able to read music to succeed in this course.

Course Description: (Not to exceed 80 words and language should conform to catalog copy.)

Survey of Medieval, Renaissance and Baroque music literature in Western art music, its stylistic development, and cultural context. Emphasis on critical listening and reading multi-part musical notation in treble and bass clefs. Introduction to primary source readings and musicological literature.

Are one or more field trips required with this course?

No

Fee Course?

No

Is this course designated as Service Learning?

No

Is this course designated as Curricular Community Engaged Learning?

No

Does this course require safety training?

No

Does this course require personal protective equipment (PPE)?

No

Does this course have prerequisites?

No

Does this course have corequisites?

No

Graded:

Letter

Approval required for enrollment?

No Approval Required

Course Component(s) and Classification(s):

Lecture

Lecture Classification

CS#02 - Lecture/Discussion (K-factor=1 WTU per unit)

Lecture Units

3

Is this a paired course?

No

Is this course crosslisted?

No

Can this course be repeated for credit?

No

Can the course be taken for credit more than once during the same term?

No

Description of the Expected Learning Outcomes and Assessment Strategies:

List the Expected Learning Outcomes and their accompanying Assessment Strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers). Click the plus sign to add a new row.

	Expected Learning Outcome	Assessment Strategies
1	Identify the stylistic features of Western art music from the Medieval, Renaissance and Baroque eras via both recordings and musical notation.	Listening quizzes; score-reading quizzes
2	Explain the social, political, and cultural significance of stylistic features of Western art music from the Medieval, Renaissance and Baroque eras.	Term paper
3	Analyze the aesthetic features and structural components of Western art music from the Medieval, Renaissance and Baroque eras via both recordings and musical notation.	Listening quizzes
4	Discuss a chosen topic in Western art music from the Medieval, Renaissance and Baroque eras.	Term paper

Attach a list of the required/recommended course readings and activities:

Syllabus - Mus 10A - F22 - Ver4.docx

Is this course required in a degree program (major, minor, graduate degree, certificate?)

Yes

Has a corresponding Program Change been submitted to Workflow?

No

Identify the program(s) in which this course is required:**Programs:**

Bachelor of Music (Instrumental)

Bachelor of Music (Jazz Studies)

Bachelor of Music (Keyboard)

Bachelor of Music (Music Education)

Bachelor of Music (Theory/Composition)

Bachelor of Music (Voice)

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?

No

Will there be any departments affected by this proposed course?

No

I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.

I/we agree

University Learning Goals

Undergraduate Learning Goals:

Competence in the disciplines
Intellectual and practical skills

Is this course required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?

No

GE Course and GE Goal(s)

Is this a General Education (GE) course or is it being considered for GE?

Yes

In which GE area(s) does this apply?

C1. Arts

Which GE objective(s) does this course satisfy?

Develop an acquaintance and understanding of cultures and major dynamic social institutions which affect one's life.
Read, write, and understand relatively complex and sophisticated English prose.
Find and use common information resources, engage in specialized library research, use computers and seek out appropriate expert opinion and advice.

Attach Course Syllabus with Detailed Outline of Weekly Topics:

Syllabus - Mus 10A - F22 - Ver4.docx

Syllabi must include: GE area outcomes listed verbatim; catalog description of the course; prerequisites, if any; student learning objectives; assignments; texts; reading lists; materials; grading system; exams and other methods of evaluation.

Will more than one section of this course be offered?

Yes

Provide a description of what would be considered common to all sections and what might typically vary between sections:

Each section uses the same syllabus, assignments, textbooks, content, and evaluation methods.

Please write a statement indicating the means and methods for evaluating the extent to which the objectives of the GE Area(s) and any writing requirements are met for all course sections:

Each section uses the same syllabus, assignments, textbooks, content, and evaluation methods.

What steps does the department plan to take to ensure that instructors comply with the respective category criteria and who is responsible?

The School Director is responsible for oversight of these category criteria. Faculty meet each semester to coordinate syllabi and due dates for assignments.

General Education Details - Area C1: Arts

Section 1.

Please write a statement indicating the means and methods for evaluating the extent to which the objectives of Area C1 and the writing requirements are met for all course sections, and what steps does the department plan to take to ensure that instructors comply with the category criteria and who is responsible?

Area C1 and writing objectives will be met through coordinated planning among faculty in the School of Music teaching the MUSC 10 A-B-C series. MUSC 10A has a set of listening, reading, and writing assignments designed to introduce these skills as they apply to

thinking conceptually about music. Faculty meet frequently to coordinate syllabi and evaluate student work. Written communication in this course is also evaluated annually by the School of Music assessment committee.

General criteria:

Indicate how the course is introductory and has no prerequisites.

The general historical nature of this course will be suitable for any student conversant in music notation.

Indicate how the course is broad in scope or survey in nature.

The course is a broad survey of music history and literature from the Ancient World to 1750.

Specific criteria:

Indicate in written statements how the course meets each of the following Learning Criteria for Category C1. Relate the statements to the course syllabus and outline. Be as succinct as possible.

Think conceptually and critically about medium, performance or presentation, and production for at least one art form.

In this course, we spend a great deal of time talking about, thinking about, listening to, watching, and studying scores for a wide variety of music. We frequently compare performances in the official class anthology with performances of the same works by other artists, examining how choices about tempo, tuning, expression, and even the instruments used can affect an audience's perception of the music.

Demonstrate knowledge of artistic production, aesthetic properties, and the way creative work is shaped by artistic and cultural forces.

In this course, students study and discuss the stylistic, economic, social, and political forces that shape the creation and dissemination of musical composition for a wide variety of music from the baroque period. With a focus on listening and score study, students learn the aesthetic foundations of music for uses in different sectors of European baroque society.

Have an acquaintance with a broad understanding of artistic forms, genres, and cultural sources.

In this course, students study, through listening and score study, the formal elements of musical composition, the different genres and idioms of importance to different sectors of society, and the performance practices, venues, and patrons that supported these.

Be able to develop and defend informed judgments about creative work

Through their close study of musical scores and recordings, students in this class naturally develop strong feeling about music they like and music that they dislike. Students are asked to articulate these opinions in their Listening Logs, as well as in class whenever possible.

Includes a writing component described on course syllabus

1) If course is lower division, formal and/or informal writing assignments encouraging students to think through course concepts using at least one of the following: periodic lab reports, exams which include essay questions, periodic formal writing assignments, periodic journals, reading logs, other. Writing in lower division courses need not be graded, but must, at a minimum, be evaluated for clarity and proper handling of terms, phrases, and concepts related to the course.

2) If course is upper division, a minimum of 1500 words of formal, graded writing. [Preferably there should be more than one formal writing assignment and each writing assignment (e.g. periodic lab reports, exams which include essay questions, a research/term paper etc.) should be due in stages throughout the semester to allow the writer to revise after receiving feedback from the instructor. Include an indication of how writing is to be evaluated and entered into course grade determination.]

1. Students keep a listening log meant to help guide their listening study and tie their listening to the concepts covered in lectures and reading.

2. Over the course of the semester, students work through multiple research and writing steps, culminating in a 4-5 page paper. This paper is a report on the history of students' instrument or voice type. This project involves multiple stages and due dates.

Section 2.

If you would like, you may provide further information that might help the G.E. Course Review Committee understand how this course meets these criteria and/or the G.E. Program Objectives found in the CSUS Policy Manual, General Education Program, Section I.B.

n/a

Reviewer Comments:

Scott Perkins (scott.perkins) (Wed, 12 Oct 2022 23:21:08 GMT): This proposal needs revision before it can be approved at the Chair level. The attached syllabus neither corresponds directly to the content in the form nor conforms to the syllabus template. Furthermore, there needs to be more discussion about the level of score reading expected of students and how those expectations articulate with learning outcomes in our music theory courses, where that skill is developed.

Scott Perkins (scott.perkins) (Wed, 12 Oct 2022 23:22:06 GMT): Rollback: I've provided some comments at the bottom of the form. Let's ask Andrew to make this an agenda item for an upcoming meeting.

Jacqueline Irwin (irwin) (Thu, 26 Jan 2023 01:06:43 GMT): Rollback: Chantal, The committee will approve your proposal with adding the University on Respectful Learning Environments regarding Title IX to your syllabus. Once your proposal has been revised as per this minor recommendation, please resubmit and send me an email so I know that your proposal is ready to move forward. Thank you, Jacqueline, ALS Curriculum Chair

Key: 3542