

Abilene Approval Chart for Curriculum Changes

A = Approve I = Information Item R = Respond in Writing

Course Number MUSM 233 or Degree Plan(s) _____

State the requested change and reason. A memo may be attached if more space is necessary.

Application for the Humanities General Education menu for MUSM 233, Survey of World Music.

Indicate the requested change.

	Change to a Course	Dept./School ¹	College	Dean	TEC	UGEC	AUAC/Grad	Provost	President
1.	Title (description unchanged)	A	A	A	I	–	I	I	I
2.	Description (not affecting content)	A	A	A	I	–	I	I	I
3.	Course term(s)	A	I	A	I	–	I	I	I
4.	Content (change of course outcomes)	A	A	A	I	–	I	A	I
5.	Number of hours (lecture, lab, contact)	A	A	A	A	–	A	A	I
6.	Course number within the hundred	A	A	I	I	–	I	I	I
7.	Course number beyond the hundred	A	A	A	A	–	A	A	I
8.	Prerequisites	A	A	A	I	–	I	I	I
9.	Course fee(s)	A	–	A	–	–	–	A	I
10.	From U to G <i>or</i> G to U	A	A	A	A	–	A	A	I
11.	Cross-list course	A	A	A	A	–	A	A	I
12.	Department of record	A	A	A	A	–	A	A	I
13.	Close a course	A	A	A	A	–	A	A	I
14.	New course (includes combining or splitting courses)	A	A	A	A	–	A	A	I

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	Change to the University Requirements (All Campuses)	Dept./School¹	College	Dean	TEC	UGEC	AUAC/Grad	Provost	Faculty	President	Trustees
1.	University Requirements — Change course outcomes of an included course ²	A	A	A	—	A	—	A	—	A	—
2.	University Requirements — Add or drop a required course from the University Requirements ²	A	A	A	—	A	—	A	A	A	—
3. ✓	University Requirements — Add or drop a course from a menu within the University Requirements ²	A	—	—	—	A	—	A	—	A	—
4.	University Requirements — Change hours within a menu in the University Requirements ²	A	A	A	—	A	—	A	A	A	—
	Change to Catalog Information (for Campus)										
1.	General Requirements for Bachelor's Degrees and Associate's Degrees	—	—	—	—	—	A	A	A	A	—
2.	Policies governing academic probation and suspension	—	—	—	—	—	A	A	A	A	—
3.	Requirements for graduating with honors	—	—	—	—	—	A	A	A	A	—
	Change to a Degree Plan Proposed by Faculty or College										
5.	Educational Program — Revise ³	A	A	A	A	—	A	A	—	A	—
6.	Educational Program — Adopt/change admission requirements	A	A	A	A	—	A	A	—	A	—
7.	Educational Program — Add ³	A	A	A	A	—	A	A	A	A	I
8.	Educational Program — Discontinue	A	A	A	A	—	A	A	A	A	I
9.	GPA — Revise program-required GPAs	A	A	A	A	—	A	A	—	A	—
10.	Minor — Revise	A	A	A	I	—	I	I	—	I	—
11.	Minor — Add	A	A	A	A	—	A	A	—	A	—
12.	Minor — Discontinue	A	A	A	A	—	A	A	—	A	—
13.	Degree — Add	A	A	A	A	—	A	A	A	A	I
14.	Degree — Discontinue	A	A	A	A	—	A	A	A	A	I
	Change to a Degree Plan Proposed By Provost										
15.	Educational Program — Discontinue	R	—	R	A	—	A	A	A	A	I
16.	Minor — Discontinue	R	—	R	A	—	A	A	—	A	—
17.	Degree — Discontinue	R	—	R	A	—	A	A	A	A	I

¹ When an academic unit does not have a council, the UGEC and/or UUAC will serve as its academic council, depending on the nature of the issue.

² Courses that satisfy ACU's University Requirements will normally have lower-level numbering, be free of prerequisites and co-requisites, appeal to more than one or two majors, and "not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession" (SACS 2.7.3). Departments may request exceptions to the first three criteria.

³ For undergraduate majors, a minimum of 30 hours is required. These programs must have a minimum of 6 elective hours, unless the requirements of external accrediting bodies make it impossible.

Department/School Chair(s)	
 _____ <i>Signature</i>	9/16/2022 _____ <i>Approval date</i>
_____ <i>Signature</i>	_____ <i>Approval date</i>

College Academic Council(s)	
_____ <i>Signature</i>	_____ <i>Approval date</i>
_____ <i>Signature</i>	_____ <i>Approval date</i>

Dean(s)	
_____ <i>Signature</i>	_____ <i>Approval date</i>
_____ <i>Signature</i>	_____ <i>Approval date</i>

Teacher Education Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

University General Education Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

Abilene Undergraduate Academic Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

Graduate Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

Provost	
_____ <i>Signature</i>	_____ <i>Approval date</i>

Faculty	
_____ <i>Chair of Faculty Senate</i>	_____ <i>Approval date</i>

President	
_____ <i>Signature</i>	_____ <i>Approval date</i>

Application for Arts and Humanities Menu

Guidelines For All General Education Courses

1. All general education courses must be 100-level or above.
2. General education courses should present a breadth of knowledge, not focusing on skills, techniques, and procedures specific to a particular occupation or profession.
3. Individual courses will fulfill only a single general education requirement.
4. Courses free of prerequisites are preferred. Applications to add courses with prerequisites must provide additional evidence that the course contributes to a student's breadth of knowledge and is not specific to a particular occupation or profession.
5. Each course may appear on a maximum of two menus that accept applications (arts and humanities, cultural literacy, life and physical sciences, and social and behavioral sciences).

Arts and Humanities Description

Courses within this domain will expose students to other cultures, time periods, and points of view through a wide variety of media. Emphasis will be placed on understanding the human condition, relevance and aesthetics of rhetorical claims, interrogating one's own personal worldviews, and drawing conclusions from analysis of artifacts.

Instructions

Complete this form and submit it with a course syllabus and approval chart to the University General Education Council. Faculty submitting an application should be prepared to perform annual assessment for their course. The assessment will be conducted with the rubric included in this course application. See the last page of this document for explanation of disciplines that will be considered for the menu.

Subject code, course number, and title of course:	MUSM 233 Survey of World Music
Terms offered:	Each Fall
Catalog description:	Surveys traditional, classical, and contemporary music from selected world cultures through representative genres, characteristics, and styles. Special attention will be given to placing music into cultural context.
Course prerequisites:	None
Cross-listed courses: *Note: Many gen ed courses are cross-listed between the Abilene and Dallas campuses.	None
Other general education menus on which the course appears or you are applying for:	Cultural Literacy

Description of Menu Fit

Please describe how your class fits into the Arts and Humanities Menu (200 words or less).

This is a musicology course, one of humanities disciplines listed below. As such, it exposes students to other cultures by examining “traditional, classical, and contemporary music from selected world cultures through representative genres, characteristics, and styles” (course description). It engages these cultures aesthetically by developing students’ critical listening / analytical skills and knowledge so they can appreciate and understand the diverse approaches to making music around the world (course description in syllabus). Students employ these analytical skills and the required vocabulary to identify stylistic characteristics (outcomes 1-2) and to articulate ideas about world cultural traditions (outcome 5). Special emphasis is given to understanding music as a cultural phenomenon (outcome 3). A goal of the course is “to develop a broader, more global worldview” by learning about world cultures through their musical activities (course description in syllabus).

Prerequisites

If the course has prerequisites, provide evidence that the course contributes to a student’s breadth of knowledge. Also provide evidence that the course content is not specific to a particular occupation or profession (200 words or less).

There are no prerequisites.

Relevant Outcomes

- A2: Listen to, understand, and critically evaluate rhetorical claims.
- B1: Demonstrate competent discourse in global, historical, and cultural experiences of diverse populations.
- B2: Understand the interconnectedness of the human experience with a posture of humility while celebrating difference.
- B3: Interrogate one’s internal and external views and values for greater self-awareness.
- C2: Analyze quantitative data, published writing, or observable phenomena to draw informed conclusions.

Describe how the course meets the A2 outcome (100 words or less).

In musicology courses, students might encounter rhetorical claims through primary and secondary source readings or by analyzing music, which itself is considered an art of persuasive communication. [Here’s a brief explanation of music as rhetoric by a musicologist.](#) In this course, students develop critical listening / analytical skills (outcome 1) to understand how and what music communicates in selected world music styles (outcome 2). In doing so, students listen to, understand, and evaluate rhetorical claims of these works of art.

Describe how the course meets the C2 outcome (100 words or less).

The first unit of the course builds analytical tools. Students learn and apply a method of listening, in which they separate music into its various systems or elements, including instruments, voices, and forms and determine how these interact with one another to create a distinctive world of sound and meaning in each example they analyze (outcome 1). This method enables students to “recognize and apply specific musical terms to the discussion of musical characteristics and styles,” (outcome 2), i.e., “to draw informed conclusions.” Students also develop research skills, so they can “reflect on examples of various world cultural traditions” (outcome 5).

Describe how the course meets at least one or more of the following outcomes: B1, B2, B3 (200 words or less).

B1

Outcomes 3, 4, and 5 relate directly to B1, as students will understand selected world music styles and the role of music in culture. Students develop skills to write about and reflect on examples of various world cultural traditions, thereby demonstrating competent discourse in global and cultural experiences of diverse populations.

Outcomes assessment should occur within one or two exams/assignments. Please indicate which exams or assignments will be used for each outcome. Provide assignment prompts if available.

Area to Be Assessed	Assessment Artifact
Outcome A2	Final Exam
Outcome C2	Final Exam
Outcome B1, B2, or B3 *note which of the 3 outcomes will be assessed	B1: Mid-semester Reflection Assignment

Please use the following rubric to perform assessment each year.

Student Learning Outcome A2

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Evaluate rhetorical claims	Fails to demonstrate understanding or recognition of rhetorical claims.	Demonstrates effective understanding of and ability to critique rhetorical claims.	Demonstrates keen analytical abilities and attention to detail in understanding and evaluating rhetorical claims.

Student Learning Outcome C2

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Analyze data to draw conclusions	Lacks sufficient analysis of data or published writing.	Analyzes data and/or published writing in an effective manner.	Analyzes data and/or published writing in an exemplary manner.

Student Learning Outcome B (evaluate the one or more selected above)

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Demonstrate competent discourse in global, historical, and cultural experiences of diverse populations (B1)	Little to no engagement in discourse in global, historical, and cultural experiences of diverse populations.	Effectively presents the capacity to engage in discourse in global, historical, and cultural experiences of diverse populations.	Excellent presents the capacity to engage in discourse in global, historical, and cultural experiences of diverse populations.
Understand the interconnectedness of the human experience with a posture of humility while celebrating difference (B2)	Little to no demonstration of understanding or humility in relation to the human experience and diversity.	Effective demonstration of understanding or humility in relation to the human experience and diversity.	Exemplary demonstration of understanding or humility in relation to the human experience and diversity.
Interrogate one's internal and external views and values for greater self-awareness (B3)	Little to no interrogation of personal views and little to no movement toward self-awareness.	Effective interrogation of personal views with some attention to self-awareness.	Exemplary interrogation of personal views with an eye toward self-awareness.

Disciplines to Consider

Proposed courses should fit commonly accepted practices across disciplines. As an external indicator of what constitutes Humanities disciplines, we have consulted the American Academy of Arts and Sciences definition, which lists the following disciplines as humanities:

- Art and music history, musicology, and the academic study of drama and cinema
- American Studies and Area Studies (e.g., Latin American Studies, Africana Studies, etc.)
- Archeology
- Communication, including media studies, but not professionalization-oriented coursework
- Cultural, Ethnic, & Gender Studies: Programs studying from an interdisciplinary perspective race, ethnic, gender, or cultural groups, such as Black studies, Hispanic studies, women's studies, gender studies.
- English Language and Literature: English, American, and Anglophone literature; general literature programs; creative writing; speech and rhetoric (does not include technical and business writing programs).
- History
- Languages & Literatures Other than English: Modern languages and literature; linguistics; classics and ancient languages; comparative literature.
- Jurisprudence: Includes philosophy of law.
- Philosophy
- Religion: Programs in the comparative, nonsectarian study of religion; studies of particular religions; history of religion; does not include programs in theology or ministry.
- Selected Interdisciplinary Studies: General humanities programs; programs in the study of a particular historical period (e.g., medieval and Renaissance studies, classical and ancient studies, holocaust studies, etc.).

The criteria team anticipates some overlap with other menus, particularly cultural literacy.

In ACU's specific institutional context, the council recognizes religion as a humanities discipline but will not consider Bible courses for the Arts and Humanities menu because of the number of hours reserved in the Bible and Theology menu for these courses in the general education requirements.

Resources:

- [American Academy of Arts & Sciences — Scope of the Humanities](#)
- [4Humanities — Five Definitions of the Humanities](#)
- [Cambridge University Press — What Are the Humanities For?](#)

SYLLABUS

MUSM 233.01: Survey of World Music

Fall, 2022

TR 9:30-10:45 a.m. — WPAC 157 (Fry Rehearsal Hall)

professor: Dr. Allen Teel

office: WPAC 153

email: teela@acu.edu

ACU Mission Statement: To educate students for Christian service throughout the world.

Course Description

Music exists in all societies and is a basic activity of human life. This course is a survey of traditional, folk, classical, and popular music from selected world cultures. In addition to gaining an appreciation and understanding of the diverse approaches to making music around the world, our goal is to develop a broader, more global worldview as we learn about people of various world cultures through their musical activities. This kind of worldview is important for all of us as we encounter an increasingly globalized society. The course does not require previous musical training.

Learning Outcomes

By the end of the semester, you will be able to:

1. Apply critical listening skills to audio and audiovisual musical examples from a wide range of cultural sources
2. Recognize and apply specific musical terms to the discussion of musical characteristics and styles of selected world music styles
3. Understand music as a cultural phenomenon, including its role in both religious and secular activities
4. Demonstrate basic knowledge about the geographic and historical aspects of the musical cultures studied
5. Demonstrate basic research skills and ability to write about and reflect on examples of various world cultural traditions

Measurement Instrument	Learning Outcome
Online assignments (summaries of reading and viewing assignments), quizzes, etc.	1, 2, 3, 4
Exams (short answer, essay, and video identification)	1, 2, 3, 4
Final exam (comprehensive)	1, 2, 3, 4
Mid-Semester Reflection assignment (on selected topic, submitted on Canvas)	1, 2, 3, 4, 5

Course Policies

Textbook: None is required. All reading and audiovisual materials will be posted on Canvas, as will various assignments. You are responsible for checking your emails frequently about course assignments, and for staying on top of all assignments and materials posted on Canvas.

Class Format: **Class Format:** We will meet in regular classroom sessions (every Tuesday and Thursday) to participate in extensive guided listening and viewing activities, discuss readings and musical performances, take quizzes over daily assignments, participate in classroom “hands-on” activities, and take exams over listening and written materials. Attendance is a critical component of the class: the attendance policy is explained below.

Class seating: We will have assigned seating this semester. This is to help me learn your names and allow me to take daily attendance quickly and efficiently.

Attendance: Because guided listening and viewing exercises play such a vital role in this course, regular attendance is expected.

Excused absences are typically limited to:

- School-sponsored/approved activities: signed “Advance Approval for Absence” form required
- Illness
- Exceptional emergency in your immediate family

You must notify me before class is missed for an absence to be excused. If I don’t hear from you before you miss a class, the absence will be recorded as unexcused.

***Special information about COVID-19 and other highly communicable diseases**

The following information is taken from ACU’s [Coronavirus: Important Information and Protocols](#) web page. It provides further information that you should familiarize yourself with

As we begin the 2022-23 academic year, we are asking individuals to be responsible for their own wellness and considerate of the greater ACU community by [reporting COVID-19 positive cases to the Weber Medical Clinic](#) and taking appropriate precautions when ill. The ACU Medical Clinic, in partnership with the administration, will monitor trends and caseloads throughout the year.

Attendance and Your Grade:

1. After two unexcused absences, each additional unexcused absence will result in the deduction of 5 points from your final examination grade.
2. Absences in excess of 20% of class meetings (6 TR classes) will result in the student being automatically dropped from the class with a grade of WF. This means that if you miss a total of 7 class periods for any reason — excused or unexcused — you will be dropped from the course with a grade of WF. If your seventh absence occurs after the last day to drop classes, you will receive an F in the course.
3. Special consideration may be given if any student has exceptional health challenges that can be documented by a health care provider.

Tardiness: Please come to class on time. It is important to be present for intermittent quizzes over the reading and listening assignments: these will be given at the beginning of the class period.

Examinations: There will be four exams. These will be taken in the classroom; most (or all) will require using Canvas and the Respondus Lockdown Browser. **IMPORTANT:** In order to have access to the video files used for each exam, you will need a laptop. Cellphones and tablets are not compatible with video examples when using the lockdown browser. If you do not own a laptop, you can check one out from the library for exams.

Grades: The course grade will be determined according to the following components:

Listening/Written Examinations	60%
Quizzes on Read/Watch Listen pages, other assignments	10%
Mid-Semester Reflection	5%
Final Exam	25%

Grading scale: We will use a ten-point scale for grades: A=90-100, B=80-89, C=70-79, D=60-69, F=59 and below.

Statement on Academic Integrity: All forms of academic dishonesty, including plagiarism, will be dealt with according to the university's Academic Integrity Policy. The full policy is available for review on the following page: [Academic Integrity Policy](#)

In summary, the typical consequences for plagiarism or other forms of academic dishonesty, such as cheating on quizzes or exams, are as follows:

- First incident: a zero on the assignment or exam; incident is reported to appropriate deans.
- Second incident: F in the course and immediate referral to Dean of Students.

Special Needs Policy: Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please call the Alpha office directly at [\(325\) 674-2667](tel:3256742667).
<http://blogs.acu.edu/alpha/>

In summary, the keys to succeeding in this course are to:

1. Come to class, but only if you are healthy and not experiencing symptoms of any illness. If you are ill, be sure to email me before you miss class in order to receive an excused absence.
2. Spend adequate time on each day's Read/Watch/Listen assignments.
3. Complete and submit all assignments, quizzes, and exams on time.
4. Approach the semester with an open mind and a healthy sense of curiosity.

Please email me to schedule an appointment for a meeting if you have any questions or concerns about this class, or if there's anything I can help you with.

Note: This syllabus is current as of 8/30/22, but is subject to change if we need to make adjustments. Updated versions will be posted on Canvas if necessary.