

Abilene Approval Chart for Curriculum Changes

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

Course Number MUSM 132 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 132, Music Literature.

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 132 Music Literature
Terms offered:	Each Fall
Catalog description:	A survey of Western music from the Middle Ages through the contemporary period, emphasizing major composers and compositions of Western art music. May be used to satisfy University Requirements.
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:	none
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Description of Menu Fit

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

This is a music history course, one of humanities disciplines listed below. As such, it exposes students to other cultures of the past by surveying “Western music from the Middle Ages through the contemporary period, emphasizing major composers and compositions of Western art music” (course description). It engages these cultures aesthetically by developing students’ knowledge, as well as their critical listening and score analysis skills, so they can enjoy the beauty of music (see course purpose in the syllabus). Students examine standard works of the “classical” repertoire that “serve as representative examples of styles and genres for later comparison” (course goals). They also learn and apply an inductive approach to music history (outcome 3).

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).

As the syllabus states, this course is for a general audience. No prior training in music is necessary.

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 music history 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 and score analysis skills (Outcome 2) to understand how and what music communicates in different genres and eras. This includes large-scale vocal works, in which music is combined with text to tell a story, such as with opera or oratorio, or to

provide a cohesive worship experience, such as in the many settings of the mass in the Roman liturgy or in the Lutheran church cantata of the 18th century. It also includes instrumental works, which rely on conventions, harmonic plans, and thematic development to take the audience through a persuasive emotional or dramatic experience through tones alone.

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

The first few weeks of the course build analytical tools (Outcome 1). Students learn and apply a method of listening and score analysis (outcome 2), in which they separate music into its various systems or elements (scoring, dynamics, rhythm, melody, harmony, texture, form, and text) and determine how these interact with one another to create a distinctive world of sound and meaning in each example they analyze. This method enables students to categorize music by style and genre, i.e., “to draw informed conclusions.” The remainder of the semester, students apply this to music of different stylistic eras, using appropriate terminology and drawing conclusions about cultural context. They also learn to use an inductive approach to analysis, applying knowledge of specific examples to describe characteristics of the styles and genres they represent and then to categorized other examples (outcome 3).

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

B2

To borrow a phrase from the Cultural Literacy application’s examples of acceptable ways to meet B2, this course aims to develop skills and knowledge that help students evaluate appreciatively the music of different historical cultures (see Purpose in syllabus). Students spend most of the semester analyzing, evaluating, and comparing representative examples of many different styles and genres. Though the course focuses on teaching them to categorize these, learning the language of various styles helps them to hear the music differently, and it is hoped, more appreciatively.

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	B2 Final Exam

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.	Excellently 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?](#)

Humanities Menu Application
Addendum for MUSM 132, Music Literature

UGEC requested an explanation of how one assessment instrument will assess all three outcomes.

Final Cumulative Exam

The final exam covers Western music of the Middle Ages through the twentieth century through listening examples and score examples. Students employ analysis skills, identifying key features of scoring, dynamics, rhythm, melody, harmony, texture, form, and text to draw conclusions about genres and styles across cultures in Western history.

Portions of the Exam and Corresponding Outcomes

Outcome	Portion of Exam and Explanation
A2	Listening Identification. Students employ listening analysis skills to identify genres and styles. This evaluates the extent to which they can listen to works to understand their communicative language.
B2	The composite score of the exam. Throughout the semester, students learn to recognize, understand, and appreciate diverse musics of the West throughout centuries of stylistic development. While appreciation is difficult to assess, students' ability to recognize genres and stylistic traits is one legitimate means of doing so (see a recent article here). The exam as a whole does this for musics across many historical cultures.
C2	Score Analysis. Students analyze written music to draw conclusions about genres, styles, and form.

A2: Listen to, understand, and critically evaluate rhetorical claims.

B2: Understand the interconnectedness of the human experience with a posture of humility while celebrating difference.

C2: Analyze quantitative data, published writing, or observable phenomena to draw informed conclusions.

Music Literature

MUSM 132

Instructor Dr. Matt Roberson

Office WPAC 226

Office Hours

Contact Info

Phone: 334.301.3806

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Meeting Times

Required Text

Burkholder and Palisca, *Norton Anthology of Western Music*, 8th Edition, Volumes 1-3.

Course Description

A survey of Western music from the Middle Ages through the contemporary period, emphasizing major composers and compositions of Western art music. May be used to satisfy University Requirements.

Audience

The course is for a general audience. No prior training in music is necessary.

Purpose

To develop skills and knowledge that will provide a foundation for further study in music history and that will enable you to enjoy the beauty of music, with an emphasis on Western music from the Middle Ages to the contemporary period.

Course Goals

To you make you better musicians by introducing you to concepts and elements of style, as well as to the general style periods across the history of Western music from the Middle Ages to the present; and by 2) acquainting you with a number of standard works of the Western “classical”

musical repertoire, which you must be able to recognize, and which serve as representative examples of styles and genres for later comparison.

Student Learning Outcomes

By the end of the term, you will be able do the following:

- 1) Define and apply knowledge of the elements of musical style in analysis
- 2) Apply critical-listening and score-analysis skills to identify
 - A. genres
 - B. styles (Including the era, a likely composer, and approximate dates)
- 3) Use an inductive approach to music history, applying knowledge of specific examples
 - A. to describe characteristics of the styles and genres they represent
 - B. to identify other examples of the styles and genres they represent
- 4) Approach music of different cultures and styles with a spirit of curiosity, open-mindedness, and humility, while seeking understanding

Assessment and Evaluation

Measurement Instrument	Outcomes
Elements Exam	1
Genres Worksheets and Exams	2.a and 3.b
Styles Worksheets and Exams	2.b and 3.b
Style Generalization Projects	3.a
Daily Grade	4
Final Exam	1-3

Item	Value	Description
Exams	40%	Each exam is worth 10% of your grade, and each is cumulative. 1. Elements Exam 2. Genres (1450-1900) Exam – Asks questions over scores and listening 3. Styles (1450-1900) Exam – Asks questions over scores and listening 4. Middle Ages and 20 th Century Exam – Covers styles and genres
Final Exam	20%	A cumulative exam
Style Worksheets	15%	Describing assigned works according to the elements of style
Style Generalization Projects	15%	Using the style worksheets to reason inductively, describing general characteristics of styles and genres
Daily Grade	10%	Your participation grade each day will be based on two areas, behavior and engagement. I'm looking especially for you to

		approach music of different cultures and styles with a spirit of curiosity, open-mindedness, and humility, while seeking understanding. 4 points are possible each class meeting: 4 points = Actively listens to the teacher or others in discussions; makes appropriate contributions to group and class discussions; always on task; very curious 3 points= Listens well with very few lapses of attention; participates in group discussions; curious 2 points= Occasional lapses of attention; occasionally checking phone, etc.; not fully engaged 1 point= Frequent lapses of attention or being distracted; sleeping a little; brief side conversations 0 points= Not being present in mind or body throughout class; disruptive behavior that affects the learning environment
Presentation	10%	See link for description

Evaluation and Grading Scale

A = 90%-100%
59.9% and below

B = 80%-89%

C = 70%-79%

D = 60%-69%

F =

Course Policies

General

1. I expect you to attend class regularly and can hold you responsible for any material presented in class or assigned in readings.
2. Seven absences for any reason will result in an F for the course. In addition, more than Four Unexcused Tardies will result in a substantial grading penalty. If you miss class or a test for any reason, it is your responsibility to make up the assigned work. You will need an excused absence—such as for a university sponsored event, death in the family, or documented illness—to make up quizzes and exams. It is your responsibility to schedule the makeup exam within seven calendar days after the original test date. You must pass the final examination in order to pass the course. Partial attendance (either leaving early or arriving late) is counted as a half-absence.

3. I will accept late assignments, but will deduct 10% for each class period they are late. If you miss an assignment, it is your responsibility to find out what you missed.
4. Assuming the books are available, I will drop you from the course if the books aren't in your possession by the third week of class.

New Covid Policies

Attendance

The current pandemic requires a flexible and fair attendance policy that maintains an appropriate expectation for engagement with course material. Ideally, you will be able to engage the course material by attending class in-person. If you are ill or quarantined, however, I want you to be able to engage the course material in meaningful ways without attending face-to-face class sessions. With that in mind, I will measure class engagement in the following ways:

- **Attending face-to-face class sessions.** This is the preferred way to engage course material. I will take attendance every class period, and your presence will fulfill my expectations for you to engage the course material for that day.
- **Joining class sessions synchronously through Zoom.** If you are feeling ill (or if you are quarantined), you should not attend face-to-face class sessions. Instead, you should join our class remotely through Zoom. As part of taking attendance every class period, I will also note which students join remotely, and your participation through Zoom will fulfill my expectations for you to engage the course material for that day.
 - We will use the same Zoom link for our class sessions throughout the semester.
Click [here](#) to join.

Face Covering

Currently optional.

Technology Policy

I'll admit that my phone is a constant distraction for me, and I'm sure yours is for you too. So, I get it; it's hard.

For the best classroom experience for you, for others, and for me, it's important that you use your devices only during designated times. You're welcome to take notes using a laptop or iPad throughout class. At the end of class, I'll often have you reflect in writing on questions raised in class. Those reflections will be on Canvas, so you'll need your laptop or iPad. I'll do my very best to keep your attention, and you need to do your best to stay tuned in. Please don't use social media, or listen to music (unless asked to), or shop, or study for other classes, etc., during class. Your discipline will be rewarded with better learning (and better grades!).

Academic Integrity Policy

Rationale for Policy

The most powerful motive for integrity and truthfulness comes from one's desire to imitate God's nature in our lives. As a community of Christian students and scholars, we are each responsible to expect behaviors from each other consistent with the nature of God, to respect the community, and to respect ourselves.

Expectations of academic honesty and integrity extend to both university employees and students. Every member of the community is responsible for protecting the integrity of learning, scholarship, and research. Being responsible requires action against violations in spite of peer pressure, loyalty, or compassion. Individuals must take responsibility for their own conduct and discourage misconduct by others.

Definition of Academic Integrity

Academic integrity is defined as academic work completed as assigned for each class by the individual or group responsible for the work. Academic work includes but is not limited to reading assignments, homework assignments, assessments, examinations and tests, attendance at required out-of-class activities, written or oral presentations, and laboratory experiments and research.

Violations of academic integrity and other forms of cheating involve the intention to deceive or mislead or misrepresent and therefore, are a form of lying. Specific examples of academic dishonesty in this course include, but are not limited to, the following:

- Submitting for credit, in whole or in part, the work of others.
- Receiving, giving, or using unauthorized aid on an examination.
- Failure to give credit to sources used in a work in an attempt to present the work as one's own.
- Submission of paper(s) or project(s) obtained from any source, such as a friend, research service, or club paper file, as one's own.
- Allowing other members of a group to provide a disproportionate fraction of a required group project or activity.
- Claiming credit for an attendance or service activity without attending or performing the activity.
- Written or oral presentation of falsified materials and facts, including but not limited to the results of interviews, laboratory experiments, and field-based research.

Consequences of Breach

Academic dishonesty may result in, but is not limited to, the following:

- A first offense will result in a grade reduction (lowering the grade on the assignment in which academic dishonesty occurred and/or assigning an F for the final course grade).
- Should you be permitted to remain in the class after being found in violation of the academic integrity policy, you may also be required to retake the exam or an alternate exam, resubmit the course work, or complete an alternate assignment. Any such makeup work may be graded independently or averaged with the penalized grade for the original dishonest work. Failure to comply with such requirements constitutes a second violation.
- A second violation in a class will result in an automatic F in the course.
- All instances of academic dishonesty will be reported to Dean of the College of Arts and Sciences and the Dean of Students in the Student Life Office.

Appeal Process

If you would like to appeal a decision, then please follow this [link \(Links to an external site.\)](#) to learn about how to file an appeal.

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.