

## Abilene Approval Chart for Curriculum Changes

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

**Course Number: MUSM 101 - Foundations of Music Listening**

**Rationale: New Course. Part of lower-level theory sequence revision that is part of the larger music curriculum revision..**

|     |                                                                                                                          | Dept./School | College | Dean | TEC | AUAC/Grad | Provost |
|-----|--------------------------------------------------------------------------------------------------------------------------|--------------|---------|------|-----|-----------|---------|
|     | <b>Campus-Level Academic Review<sup>1</sup></b>                                                                          |              |         |      |     |           |         |
|     | <b>Change to a Course</b><br>Include signatures from all chairs/program directors for cross-listed courses. <sup>1</sup> |              |         |      |     |           |         |
| 1.  | Title (description unchanged)                                                                                            | A            | A       | A    | I   | I         | I       |
| 2.  | Description (not affecting content)                                                                                      | A            | A       | A    | I   | I         | I       |
| 3.  | Course term(s)                                                                                                           | A            | I       | A    | I   | I         | I       |
| 4.  | Content (change of course outcomes)                                                                                      | A            | A       | A    | I   | I         | A       |
| 5.  | Number of credit hours                                                                                                   | A            | A       | A    | A   | A         | A       |
| 6.  | Course number within the hundred                                                                                         | A            | A       | I    | I   | I         | I       |
| 7.  | Course number beyond the hundred                                                                                         | A            | A       | A    | A   | A         | A       |
| 8.  | Prerequisites                                                                                                            | A            | A       | A    | I   | I         | I       |
| 9.  | Course restriction (e.g., majors only, junior standing)                                                                  | A            | A       | A    | A   | A         | A       |
| 10. | Level change (U to G or G to U)                                                                                          | A            | A       | A    | A   | A         | A       |
| 11. | Cross list course                                                                                                        | A            | A       | A    | A   | A         | A       |
| 12. | Department of record                                                                                                     | A            | A       | A    | A   | A         | A       |
| 13. | Open or close a course                                                                                                   | A            | A       | A    | A   | A         | A       |
|     | <b>Change to a Degree Plan</b>                                                                                           |              |         |      |     |           |         |
| 14. | Educational Program — Revise                                                                                             | A            | A       | A    | A   | A         | A       |
| 15. | Educational Program — Adopt/revise admission requirements                                                                | A            | A       | A    | A   | A         | A       |
| 16. | GPA — Revise program-required GPA                                                                                        | A            | A       | A    | A   | A         | A       |
| 17. | Minor — Revise                                                                                                           | A            | A       | A    | A   | A         | A       |

|     |                                                           | Dept./School | College | Dean | TEC | AUAC/Grad | Provost | Campus Faculty | Senior VPAA | President |
|-----|-----------------------------------------------------------|--------------|---------|------|-----|-----------|---------|----------------|-------------|-----------|
|     | <b>Full Review</b>                                        |              |         |      |     |           |         |                |             |           |
|     | <b>Change to Catalog Information (for Campus)</b>         |              |         |      |     |           |         |                |             |           |
| 18. | General requirements for Bachelor's and Associate Degrees | -            | -       | -    | -   | A         | A       | A              | A           | I         |
| 19. | Policies governing academic probation and suspension      | -            | -       | -    | -   | A         | A       | A              | A           | I         |
| 20. | Requirements for graduating with honors                   | -            | -       | -    | -   | A         | A       | A              | A           | I         |
|     | <b>Change to a Degree Plan</b>                            |              |         |      |     |           |         |                |             |           |
| 21. | Educational Program — Add or Discontinue <sup>23</sup>    | A            | A       | A    | A   | A         | A       | A              | A           | I         |
| 22. | Educational Program — Discontinue (Provost-proposed)      | R            | -       | R    | A   | A         | A       | A              | A           | I         |
| 23. | Minor — Add or Discontinue                                | A            | A       | A    | A   | A         | A       | -              | A           | I         |
| 24. | Minor — Discontinue (Provost-proposed)                    | R            | -       | R    | A   | A         | A       | -              | A           | I         |
| 25. | Degree — Add or Discontinue                               | A            | A       | A    | A   | A         | A       | A              | A           | I         |
| 26. | Degree — Discontinue (Provost-proposed)                   | R            | -       | R    | A   | A         | A       | A              | A           | I         |

|     |                                                                             | Dept./School | College | Dean | AUAC | Provost | UGEC | University Faculty | Senior VPAA | President |
|-----|-----------------------------------------------------------------------------|--------------|---------|------|------|---------|------|--------------------|-------------|-----------|
|     | <b>Change to General Education Requirements for Undergraduates (System)</b> |              |         |      |      |         |      |                    |             |           |
| 27. | Change course outcomes of an included course                                | A            | A       | A    | A    | A       | A    | -                  | A           | I         |
| 28. | Add or drop a required course from the General Education Requirements       | A            | -       | A    | -    | A       | A    | A                  | A           | I         |
| 29. | Add or drop a course from a menu within the General Education Requirements  | A            | -       | A    | -    | A       | A    | -                  | A           | I         |
| 30. | Comprehensive revision of General Education Requirements                    | -            | -       | -    | -    | A       | A    | A                  | A           | I         |

#### Notes

<sup>2</sup> Any change to a cross-listed course requires the signature of both department chairs or program directors overseeing the course to ensure that the courses stay in sync. This includes courses taught at other campuses (e.g. BIBL 101 and BIBO 101).

<sup>3</sup> 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. Master's programs must include a minimum of 30 hours, and doctoral programs must include a minimum of 30 hours beyond the master's.

<sup>4</sup> When a department/school or dean proposes closing a program, approval routing follows the typical process beginning with the department/school. An administrative proposal by the provost or senior vice president for academic affairs would follow the "provost-proposed" routing on the chart.

Updated 8/1/2023

**Department/School(s)**

October 29, 2025



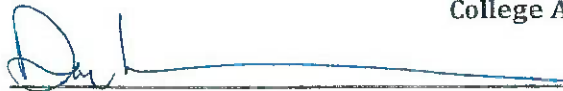
Chair Signature

Date

Chair/Program Director Signature

Date

**College Academic Council(s)**



Chair Signature

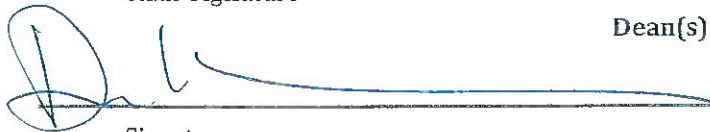
11-7-2025

Date

Chair Signature

Date

**Dean(s)**



Signature

11-7-2025

Date

Signature

Date

**Teacher Education Council**

Signature

Date

**Campus Academic Council:  
Abilene Undergraduate or Abilene Graduate**

Signature

Date

**Provost**



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Signature

Date

**University General Education Council**

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Signature

Date

**University Faculty**

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Abilene Faculty Senate Chair signature

Date

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Dallas Faculty Council Chair signature

Date

**Senior Vice President for Academic Affairs**

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Signature

Date

**President**

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Signature

Date

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# Abilene New Course Application

You may delete the preceding instructional pages before submitting application.

|                                              |          |
|----------------------------------------------|----------|
| Course ID ( <i>Subject Code and Number</i> ) | MUSM 101 |
|----------------------------------------------|----------|

## 1. Systems and Catalog Information Complete each item.

|    |                                                                            |                                                                                    |
|----|----------------------------------------------------------------------------|------------------------------------------------------------------------------------|
| A  | Course Developer                                                           | Greg Straughn                                                                      |
| B  | Course Instructor                                                          | Greg Straughn                                                                      |
| C  | Course Title                                                               | Foundations of Listening                                                           |
| D  | Course Abbreviation for Banner<br>if title is more than 30 characters      | Foundations of Listening                                                           |
| E  | College                                                                    | CAHSS - Arts, Humanities, and Social Sciences                                      |
| F  | Department or School                                                       | MUSI - Music                                                                       |
| G  | Number of Credit Hours                                                     | 1                                                                                  |
| G1 | Number of Lecture Contact Hours                                            | 1                                                                                  |
| G2 | Number of Lab Contact Hours                                                | 1                                                                                  |
| H  | Is the course for a fixed or variable<br>number of credit hours?           | Fixed<br>If variable, explain rationale:                                           |
| I  | Is the course repeatable for additional<br>credit?                         | No                                                                                 |
| J  | Maximum total number of credit hours<br>a student can earn for this course |                                                                                    |
| K  | Course Schedule Type                                                       | <u>Lecture (LEC)</u><br>See Schedule Type definitions in the Reference<br>section. |

|    |                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                     |
|----|------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| L  | Number of Faculty Workload Hours                                                                                                                           | 2                                                                                                                                                                                                                                                                                                                                   |
| M  | Grading Mode                                                                                                                                               | <u>Standard</u>                                                                                                                                                                                                                                                                                                                     |
| N  | Maximum Enrollment                                                                                                                                         | 30                                                                                                                                                                                                                                                                                                                                  |
| O  | <b>Catalog Description</b><br>(50 words or less)                                                                                                           | This course introduces the concepts of critical listening by focusing on the recognition of style elements of Western art music, jazz and pop music. Students will develop skills that support the beginnings of analytic processes in tonal music and position themselves well in their journey to become a professional musician. |
| P  | List any prerequisites (course/s, test scores, class standing, major, etc.)                                                                                |                                                                                                                                                                                                                                                                                                                                     |
| Q  | List any corequisites (these <i>must</i> be taken at the same time; note that a single requirement cannot be both a prerequisite <i>and</i> a corequisite) |                                                                                                                                                                                                                                                                                                                                     |
| R  | If the course is cross-listed, specify the subject code and course number of the other course                                                              |                                                                                                                                                                                                                                                                                                                                     |
| S  | Does this course require any additional student course fees?                                                                                               | <u>No</u><br>If yes, attach a completed <a href="#">course fee form</a> (see form "Request to Add or Change Course Fees").                                                                                                                                                                                                          |
| T1 | Will the course be offered in <b>fall</b> terms?                                                                                                           | <u>Yes, every year</u>                                                                                                                                                                                                                                                                                                              |
| T2 | Will the course be offered in <b>spring</b> terms?                                                                                                         | <u>No</u>                                                                                                                                                                                                                                                                                                                           |
| T3 | Will the course be offered in <b>summer</b> terms?                                                                                                         | <u>Yes, even years</u>                                                                                                                                                                                                                                                                                                              |

|   |                                                                                                                                                                                                        |                                                                                                                 |
|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|
| U | First semester this course will be offered under new Course ID. <i>May not be earlier than the coming fall semester.</i>                                                                               | Fall 2026                                                                                                       |
| V | Is this course required for a program(s)?                                                                                                                                                              | <u>Yes</u><br>If yes, submit a separate completed <a href="#">curriculum proposal</a> to change the program(s). |
| W | Should the addition of this course be retroactively applied to the degree plan it supports? <i>This is rare, and rationale should explain compelling extenuating circumstances.</i>                    | <u>No</u><br>If yes, provide rationale:                                                                         |
| X | Has this course been offered as a Special Topics course? <i>New courses are not required to be taught as Special Topics courses prior to approval.</i>                                                 | <u>Yes</u><br>If yes, provide course ID, term, and enrollment:<br>MUSM 140, Fall 2025, 20 students.             |
| Y | List any courses in which the content overlaps the proposed course. (Course ID and Name). <i>Attach a statement from the instructor/dept chair of the existing course justifying the new offering.</i> |                                                                                                                 |

## 2. Curriculum

- A. Explain any effects of this course on any degree plans. If the addition of the course alters program requirements, submit a separate [Approval Chart for Curriculum Change](#) to update the program.

This course is part of a larger curriculum redesign of Freshman-level music courses. It is one in a series of three, one-credit courses designed to introduce students to facets of musicianship, critical listening, and music theory - all with an effort to better prepare them to be successful college musicians. We are adjusting the lower-level music theory curriculum to be three semesters (instead of four) in order to make room for these new Freshman courses.

- B. Justify the addition of this course to the current curriculum, explaining the gap it meets.

Retaining students in their Freshman year is one of the biggest challenges the department faces. Many students choose music because they had good experiences in high school band and choir programs. The reality of regular practicing, ensemble commitments, and the complexity of music theory are factors that dissuade students from continuing in the program.

By focusing on practice strategies, time management skills, and rudiments of music theory, we can better equip students to be successful and increase their likelihood of retaining in the department as a music major or minor.

### 3. Course Design

#### A. Audience and Course Goal

1. Describe the intended audience, including prerequisite skills.  
Incoming Freshman music majors and minors. No prerequisite skill is required.
2. State the overarching course goal(s) in performance terms.  
To prepare students for a successful college career in music by introducing critical listening skills including the recognition of stylistic elements of Western Art Music through all its periods, Popular Music forms, and an overview of the development of Jazz.

#### B. Student Learning Outcomes and Measurements

|   | Student Learning Outcome                                                                         | Measurement                                                    |
|---|--------------------------------------------------------------------------------------------------|----------------------------------------------------------------|
| 1 | recognize instrument families, specific instruments, and voices used in the performance of music | Canvas modules, in-class quizzes, exams, transcription project |
| 2 | identify style characteristics appropriate to the various periods of Western Music history       | Canvas modules, in-class quizzes, exams                        |
| 3 | correctly map the form of a jazz or pop song using a basic letter outline                        | Canvas modules, in-class quizzes, exams, transcription project |
| 4 | identify major composers of the various periods of Western Music history                         | Canvas modules, in-class quizzes, exams                        |
| 5 | identify the three main parts of Sonata Form                                                     | Canvas modules, in-class quizzes, exams, transcription project |
| 6 | synthesize foundational music history concepts in describing a piece of music to others          | Exams, transcription project                                   |

#### C. Text and Resources

Give the full publication information of the textbook/s and other required resources and outside readings. For **combined undergraduate/graduate** courses, make two lists:

- A. Readings on Canvas website.

#### 4. Supporting Documentation

| Required of all applications |                                                                                                                                                                                                                                                                                                                                         |
|------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1                            | <a href="#"><u>Approval Chart for Curriculum Changes</u></a>                                                                                                                                                                                                                                                                            |
| 2                            | <b>Syllabus</b> — <b>Attach</b> the syllabus for the course based upon the anticipated first-semester offering.                                                                                                                                                                                                                         |
| 4                            | <b>Library</b> — Submit new course application and syllabus to the Library dean's office. <b>Attach</b> the Library's memo.                                                                                                                                                                                                             |
| Attach if applicable         |                                                                                                                                                                                                                                                                                                                                         |
| 5                            | <b>Content Overlap</b> — Include one document for each course you listed in Section 1Y. <b>Attach</b> statement from instructor/dept chair of existing course justifying the new offering.                                                                                                                                              |
| 6                            | <b>Departmental Resources</b> — List the resources that support the course and are available only through the department, if applicable. <b>Attach</b> the list of the holdings and the location(s).                                                                                                                                    |
| 7                            | <b>Resources</b> — List resources (other than library or departmental resources) that are needed to support this course (computers, lab equipment, other technology, etc.). <b>Attach</b> a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.                   |
| 8                            | <b>Expenses</b> — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). <b>Attach</b> a complete list of all items, the estimated cost of each and the source of the funds. |
| 9                            | <b>Justification</b> — <b>Attach</b> any documents to which you refer in Section 2B.                                                                                                                                                                                                                                                    |

# MUSM 140: Foundations of Music Listening

Fall 2024 – Williams Performing Arts Center, 216  
Wednesdays – 8:00-8:50 am

Gregory Straughn, Ph.D. Office: WPAC 218, 325-674-2784  
Professor of Music [gregory.straughn@acu.edu](mailto:gregory.straughn@acu.edu)  
Office hours: MTWRF 10:00-11:00 and M 8:00 and noon



Josef Danhauser, *Liszt at the Piano* (1840)  
Alte Nationalgalerie, Munich

## Course Purpose and Objective

Foundations of Music Listening is a skill-building course designed to introduce the basic concepts of critical listening needed to be a successful professional musician.

The course serves as an introduction to other music history and theory courses in the department. It introduces the concepts of critical listening by focusing on the recognition of style elements of Western art music, jazz and pop music.

Foundations of Music Listening is a preparatory course designed to develop the beginnings of analytic processes in tonal music. The overall learning experience will develop competencies that will position students well in their journey to become a professional musician. Upon successful completion of this course, students will be able to:

- identify **instruments** and **voice types** performing various pieces of music.
- recognize **simple forms** (e.g. **verse/chorus**, **ABA**, **AABA**) of musical structure.
- identify **style elements** from **Western music history** a musical example includes.
- identify **style elements** from **Jazz** and **Popular Music** a musical example includes.
- Identify the **basic elements** of **Sonata Form** (e.g. exposition, development, recapitulation)

## Grade Weight

|                       |     |
|-----------------------|-----|
| Canvas Modules        | 40% |
| In-Class Quizzes      | 15% |
| Exam I                | 15% |
| Exam II               | 20% |
| Transcription Project | 10% |

## Grading Scale

|              |
|--------------|
| A: 100 – 90% |
| B: 89 – 80 % |
| C: 79 – 70%  |
| D: 69 – 60%  |
| F: below 60% |

## Course Texts

Modules will be posted on Canvas for each week's readings and listenings.

Paper and pencil with eraser.

## Mission Statements

### University

To educate students for Christian service and leadership throughout the world.

### College

To engage students with humanity's greatest ideas to create understanding, apply insights, and serve the world as Christian thinkers and problem solvers.

### Department

To develop and inspire students artistically as comprehensive musicians.

## Course Format and Attendance Expectations

The course meets in regular sessions where we will look at musical examples, prepare for and review homework assignments, take quizzes and exams, and share the beginning steps of a professional musical journey. Music is a community experience and is best enjoyed and appreciated with others; it is also a highly personalized experience where informed opinions are regularly engaged.

Nothing that interferes with the teaching and learning process in the classroom will be tolerated. Occasionally, we will be performing in front of each other and will always treat each other with courtesy and respect. This includes me: if you ever feel that I have treated you disrespectfully, please communicate with me privately.

Attendance is an essential portion of this demonstration-based and skills-based class. Here are guidelines for attendance:

- Attendance Quizzes will begin promptly at 8:00 am. They will not be given late.
- Arriving any time after 8:00 am for three times is equivalent to one absence.
- Missing more than 15 minutes of one class constitutes an absence.

- If you are absent, it is your responsibility to find out what material was covered and what assignments were made.
- Exceeding three absences will result in failure for the course regardless of the reason(s).
- Roll will be checked daily. If you enter after roll is checked, it is your responsibility to let me know at the end of class to change your attendance that day in the grade book from "absent" to "tardy."
  - If there are questions at the end of the semester regarding your number of absences, I will likely not remember if you were there a particular day or not and will have to rely on the grade book roll sheet.
- Assignments, exams, and quizzes can be made up for excused absences only. (If there is an extreme circumstance in your life, please communicate with me privately.)
- If you have an excused absence, assignments you missed are due on the first day back following the excused absence(s). Allowances will be made on an individual basis for extended illnesses.
  - Excused absences include approved school-sponsored events, required court appearance (with summons), illness (with documentation from a health-care professional), death in the immediate family, or observation of a religious holiday.
- Making attendance a priority will greatly contribute to your success in the course.

## Course Requirements

**Canvas Modules:** Each topic discussed in class will be preceded by a module on Canvas. There are eleven modules. Each has a brief quiz afterward to reinforce your comprehension of the material.

**In-Class Quizzes:** 3-5 question quizzes designed to confirm attendance and reinforce topics presented in the Canvas module for each day's class; given promptly at 8:00 am. These will be multiple choice or short answer questions.

**Transcription Project:** A project designed to connect with your other Freshman Music Classes and introduce you to music typography by creating a professional looking transcription of a small piece of music.

**Exams:** Two major exams will be spread throughout the semester. Each will include materials covered in the Canvas modules leading up to the exam. Exams are cumulative: they will build on skills covered in previous exams.

Please keep ALL papers handed back. If there's ever a question about your grade, we will need the documentation to resolve it.

## Course Outcomes and Measurements

| Learning Objectives                                                                                                      | Canvas Modules | In-Class Quizzes | Exams | Transcription Project |
|--------------------------------------------------------------------------------------------------------------------------|----------------|------------------|-------|-----------------------|
| Demonstrate ability to recognize instrument families, specific instruments, and voices used in the performance of music. | X              | X                | X     | X                     |
| Demonstrate ability to identify style characteristics appropriate to the various periods of Western Music history        | X              | X                | X     |                       |
| Demonstrate ability to correctly map the form of a jazz or pop song using a basic letter outline.                        | X              | X                | X     | X                     |
| Demonstrate ability to identify major composers of the various periods of Western Music history.                         | X              | X                | X     |                       |
| Demonstrate ability to identify the three main parts of Sonata Form.                                                     | X              | X                | X     |                       |
| Demonstrate ability to synthesize foundational music history concepts in describing a piece of music to others.          |                |                  | X     | X                     |

## Technology Expectations

You will need to have a smart phone or laptop available to participate in quizzes or other occasional activities done during class. However, at other times, please ensure that laptops and phones are not a distraction to the class environment. This means keeping the devices in silent mode and not engaging in activities such as social media, surfing the internet, streaming video/audio, or playing games. Repeated examples of distracting behavior will lead to an appropriate response, including dismissal from the course.

## Course Policies

**Academic Integrity.** Academic integrity is defined as academic work completed as assigned for each class by the individual or group responsible for the work. Violations of academic integrity and other forms of cheating involve the intention to deceive, mislead, or misrepresent and therefore, are a form of lying. Such actions are contrary to behavioral norms that flow from the nature of God. Academic misconduct includes, but is not limited to, the following: 1) Failing to give credit to sources used in a work in an attempt to present the work as one's own [plagiarism], 2) Submitting papers or projects obtained from another source (e.g., research service or club paper file) as one's own, 3) Falsifying information orally or in writing, and 4) Receiving, giving, or using unauthorized aid on an examination or quiz. Academic misconduct will result in, at minimum, a zero on the assignment; it could result in an F in the course. Additionally, the department chair, Dean of the College of Arts, Humanities and Social Sciences, and the Dean of Student Life will be notified. See the full university policy, including how to appeal a decision, by following this link: <http://www.acu.edu/academics/provost/policies/index.html>.

**Americans With Disabilities Act.** ACU complies with the Americans with the ADA in making reasonable accommodation for qualified students with a disability. If you have a documented disability and wish to discuss academic accommodations, please feel free to contact the ACU Student Disability Services Office (a part of Alpha Scholars Program). In order to utilize these services a student must be registered with Disability Services and complete a specific request for each class in which needing accommodations. Call x. 2667 for an appointment or go to <http://blogs.acu.edu/alpha/students/>.

**Anti-Harassment.** At ACU, we strive to comply with all applicable legal requirements prohibiting, preventing, and responding to harassment against any member of the ACU community (e.g., Title VI, VII, and IX). Moreover, as a Christian community, ACU has committed itself, unequivocally, to ensuring a working and learning environment in which the dignity of every individual is respected. Our Anti-Harassment Policy outlines specific definitions and procedures related discriminatory and sexual harassment, sexual misconduct, assault, stalking, and relationship violence. If you experience harassment in any of these forms, we encourage you to report it so that we can help maintain a work and academic environment free of unlawful harassment. The University policy is available here: <http://www.acu.edu/community/offices/administrative/dean-of-students/sexual-assault-and-anti-harassment-title-ix/overview.html>.

## Semester Schedule

| Calendar Info      | Concepts                                                      |
|--------------------|---------------------------------------------------------------|
| Week 1 – August 27 | What to Listen for in Music?                                  |
| Week 2 – Sept 3    | Instruments and Voices                                        |
| Week 3 – Sept 10   | Early Music: Medieval and Renaissance – chant, Lassus, Tallis |
| Week 4 – Sept 17   | Pop Forms (e.g.: verse/chorus, AABA, 12 bar blues)            |
| Week 5 – Sept 24   | Baroque Music – Bach, Handel, Vivaldi                         |
| Week 6 – Oct 1     | Classic Era Music – Haydn, Mozart                             |
| Week 7 – Oct 8     | Exam I                                                        |
| Week 8 – Oct 15    | Score Order and Sonata Form Basics                            |
| Week 9 – Oct 22    | Romantic Music – Beethoven, Schubert, Berlioz, Liszt          |
| Week 10 – Oct 29   | Late Romantic Music – Wagner, Strauss, Puccini                |
| Week 11 – Nov 5    | Jazz – Armstrong, Ellington, Parker, Davis, Metheny, Spalding |
| Week 12 – Nov 12   | Transcription Project                                         |
| Week 13 – Nov 19   | Modern Music – Schoenberg, Stravinsky                         |
| Week 14 – Nov 26   | Thanksgiving – no class                                       |
| Week 15 – Dec 3    | Post-Modern Music – Cage, Glass, Higdon                       |

Final Exam – Friday, December 12 – 10:00-11:45am

# ABILENE CHRISTIAN UNIVERSITY

## LIBRARY

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### M E M O R A N D U M

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**DATE:** October 21, 2025  
**TO:** Dr. Greg Straughn  
**FROM:** Mark McCallon, Associate Dean for Library Services  
**RE:** Course Application for MUSM 101 – Foundations of Listening

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After reviewing the new course application, the library is able to support the proposed course. If additional resources are needed for the course, please contact Laura Baker, Librarian Liaison for the Department of Music. Thank you for letting us review the new course application.





October 13, 2025

Gregory Straughn, Ph.D.  
Professor of Music  
College of Arts and Sciences  
gregory.straughn@acu.edu

Re: Foundations of Music Listening (MUSM 101)

Dear Dr. Straughn,

Thank you for submitting Foundations of Music Listening (MUSM 101) to us for review. I have reviewed it based on the ACU Syllabus Guidelines. I found that the syllabus meets all aspects of the checklist.

Please note that this letter is intended as a reference, which will be read by the department chair and council members, who may also have questions or comments of their own. If you have any questions, please feel free to let me know.

Please also let me know if we can help in the design and facilitation of this course.

Sincerely,

A handwritten signature in black ink, appearing to read "S. Hamm", with a long horizontal line extending to the right.

Dr. Scott E. Hamm,  
Assistant Director, Adams Center

