

CREATIVE ARTS
Student Learning Outcome Alignment Form

Course Prefix/Number: MUSI 1306

Course Title: Music Appreciation

Core Objective	Course SLO	General Learning Activities	Assessment
Critical Thinking Skills	<ol style="list-style-type: none"> 1. Develop listening skills 2. Learn the elements of music 3. Become familiar with the styles of the various eras of music 4. Study the lives and works of the great composers 5. Appreciate both the emotional and intellectual nature of music 6. Attend live concerts more often and with greater appreciation 7. Students will be able to discuss and communicate thoughts on musical performances 	<p>Analyze, describe and make value judgments about musical works and performances. Attend at least two live concerts; summarize and communicate those experiences in a concert report.</p>	<p>Assignment: write two concert reports. See attached rubric</p>
Communication Skills	<ol style="list-style-type: none"> 1. Develop listening skills 2. Learn the elements of music 3. Become familiar with the styles of the various eras of music 4. Study the lives and works of the great composers 5. Appreciate both the emotional and intellectual nature of music 6. Attend live concerts more often and with greater appreciation 7. Students will be able to discuss and communicate thoughts on musical performances 	<p>Analyze, describe and make value judgments about musical works and performances. Attend at least two live concerts; summarize and communicate those experiences in a concert report.</p>	<p>Assignment: write two concert reports. See attached rubric</p>

<p>Teamwork</p>	<ol style="list-style-type: none"> 1. Develop listening skills 2. Learn the elements of music 3. Become familiar with the styles of the various eras of music 4. Study the lives and works of the great composers 5. Appreciate both the emotional and intellectual nature of music 6. Attend live concerts more often and with greater appreciation 7. Students will be able to discuss and communicate thoughts on musical performances 	<p>Analyze, describe and make value judgments about musical works and performances. Attend at least two live concerts; summarize and communicate those experiences in a concert report.</p>	<p>Assignment: write two concert reports. See attached rubric</p>
<p>Social Responsibility</p>	<ol style="list-style-type: none"> 1. Develop listening skills 2. Learn the elements of music 3. Become familiar with the styles of the various eras of music 4. Study the lives and works of the great composers 5. Appreciate both the emotional and intellectual nature of music 6. Attend live concerts more often and with greater appreciation 7. Students will be able to discuss and communicate thoughts on musical performances 	<p>Analyze, describe and make value judgments about musical works and performances. Attend at least two live concerts; summarize and communicate those experiences in a concert report.</p>	<p>Assignment: write two concert reports. See attached rubric</p>

CRITICAL THINKING VALUE RUBRIC

Adapted for Texarkana College from the AAC&U Critical Thinking VALUE Rubric

Definition

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

	Does Not Meet Any Expectations 1	Meets Few Expectations 2	Meets Expectations 3	Exceeds Some Expectations 4	Exceeds All Expectations 5
Explanation of Issues	Did not state issue.	Issue is stated without clarification or description.	Issue is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined and/or backgrounds unknown.	Issue is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.
Evidence	Does not identify the basic components of an issue	Information is taken from sources without any interpretation. Viewpoints of experts are taken as fact, without question	Information is taken from sources with some interpretation but not enough to develop a coherent analysis or synthesis.	Information is taken from sources with enough interpretation to develop a coherent analysis or synthesis.	Information is taken from sources with enough interpretation to develop a comprehensive analysis or synthesis.
Influence of Context and Assumptions	Did not show awareness of the issue.	Show an emerging awareness of present assumptions.	Questions some assumptions. Identifies relevant information when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Thoroughly analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.
Student's Position	Takes no position on issue	Specific position is stated but is simplistic and obvious.	Specific position acknowledges different sides of an issue.	Specific position takes into account the complexities of an issue. Others' points of view are acknowledged within position.	Specific position is imaginative. Limits of position acknowledged. Other points of view are synthesized.
Conclusions and Related Outcomes	Does not use previously learned information in new situations.	Conclusion is inconsistently tied to some of the information discussed; related outcomes are oversimplified.	Conclusion is logically tied to information; some related outcomes are identified.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes are identified clearly	Conclusions and related outcomes are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order

Communication RUBRIC

Adapted for Texarkana College from the AAC&U Critical Thinking VALUE Rubric and Making Learning Real

Definition

Written communication is the development and expression of ideas in writing.

Oral Communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

Visual Communication is the use of images to persuade, entertain, inform, and enlighten an observing audience of products, ideas, and messages.

	Does Not Meet Any Expectations 1	Meets Few Expectations 2	Meets Expectations 3	Exceeds Some Expectations 4	Exceeds All Expectations 5
Quality of Information and Organization	Presentation lacks main points and related details. Information lacks connection to the presentation topic. Information is not organized.	Main points are not clear and lack significant detail. Some information is linked to the presentation topic. Information is loosely organized.	Main points are somewhat clear but could use more detail. Most information is linked to the presentation topic. Information is organized.	Main points are clear and detailed. Information is linked to presentation topic. Information is well organized.	Main points are very clear and very detailed. Information is directly linked to presentation topic. Information is very organized.
Nonverbal Communication	Speaker appears very uneasy and insecure. Speaker faces away from the audience or makes no eye contact. Speaker appears disengaged from the audience. Speaker uses few body motions or gestures or has gestures or movements that distract the audience.	Speaker appears uneasy and somewhat insecure. Speaker rarely faces the audience or makes eye contact. Speaker rarely appears to be engaging with the audience. Speaker uses few body motions or has gestures or movements that distract the audience..	Speaker appears generally at ease and confident. Speaker sometimes faces the audience and maintains eye contact. Speaker sometimes appears to be engaging with the audience. Speaker's body motions and gestures neither support nor detract from presentation.	Speaker appears fairly comfortable and confident. Speaker generally faces the audience and maintains good eye contact. Speaker generally appears to be engaging with the audience. Speaker uses body motions and gestures well.	Speaker appears very comfortable and confident. Speaker consistently faces the audience and maintains good eye contact. Speaker consistently appears to be engaging with the audience. Speaker uses body motions and gestures very effectively.
Quality of Verbal Communication	Speaker's voice is consistently too weak or too strong. Speaker fails to use inflections to emphasize key points and create interest or often uses inflections inappropriately. Speaker's talking paces is consistently too slow or too fast.	Speaker's voice is frequently too weak or too strong. Speaker rarely uses inflections to emphasize key points and create interest or speaker sometimes uses inflections inappropriately. Speaker's talking pace is often too slow or too fast.	Speaker's voice is generally steady strong and clear. Speaker sometimes uses inflections to emphasize key points and create interest. Speaker's talking pace is appropriate.	Speaker's voice is steady, strong, and clear. Speaker often uses inflections to emphasize key points and create interest. Speaker's talking pace is mostly appropriate.	Speaker's voice is very confident, steady, strong, and clear. Speaker consistently uses inflections to emphasize key points or to create interest. Speaker's talking pace is consistently appropriate.
Visual Tools	Visual aids demonstrate no creativity or clarity and are often difficult to read. Presentation is weakened by the visual tools.	Visual aids have limited creativity or clarity or are sometimes difficult to read. Presentation is not enhanced by the visual tools.	Visual aids are reasonably creative, clear, and easy to read. Presentation is sometimes enhanced by the visual tools.	Visual aids are usually creative, clear, and easy to read. Presentation is often enhanced by the visual tools.	Visual aids are very creative, clear, and easy to read. Presentation is consistently enhanced by the visual tools.
Appropriate Use of Vocabulary	Few or no terms are included in the presentation. May or may not be used	Several terms are included in the presentation. May or may not be used	Most terms are included in the presentation. Generally used appropriately.	All terms are included in the presentation. Used effectively. Used in context.	All terms are included in the presentation. Used in unique and creative ways. Used in

	appropriately. Lacks context.	appropriately. May lack context.	Generally used in appropriate context.		context
Precision and Detail in Documents Produced	Written documents have numerous errors and lack detail. Little care taken in the production.	Documents may have some errors and show some detail. Some care has been taken in production.	Evident that written documents are correct and show a general attention to detail and accuracy. General care has been taken in production.	Clearly evident that written documents are correct, detailed and accurate. Care has been taken in production.	Documents are clear, well-constructed, accurate, and show attention to detail. Extra care has been taken in the production of written documents.
Overall Presentational Effectiveness	The presentation was weak and not effective.	The presentation was average and somewhat effective.	The presentation was good and effective.	The presentation was very good and effective.	The presentation was exceptional and extremely effective.

Teamwork Skills RUBRIC

Adapted for Texarkana College from the AAC&U Critical Thinking VALUE Rubric

Definition

Teamwork is behaviors under the control of individual team members, their manner of interacting with others on team, and the quantity and quality of contributions they make to team discussions.

	Does Not Meet Any Expectations 1	Meets Few Expectations 2	Meets Expectations 3	Exceeds Some Expectations 4	Exceeds All Expectations 5
Contributes to Team Meetings	Does not collect any relevant information; no useful suggestions to address team's needs;	Shares ideas but does not advance the work of the group.	Offers new suggestions to advance the work of the group	Offers alternative solutions or courses of action that build on the ideas of others.	Helps the group move forward by articulating the merits of alternative ideas or proposals
Facilitates the Contributions of Team Members	Often argues with team mates; doesn't let anyone else talk; occasional personal attacks and "put-downs"; wants to have things done his way and does not listen to alternate approaches;	Engages group by taking turns and listening to others without interrupting.	Engages group by restating the views of other members and/or asking questions for clarification.	Engages group by constructively building upon or synthesizing the contributions of others..	Engages group by both constructively building upon and synthesizing the contributions of others as well as noticing when someone is not participating and inviting him/her to engage.
Individual Contributions Outside of Team Meetings	Completes no assigned tasks outside of team meetings.	Completes some assigned tasks by deadline.	Completes all assigned tasks by deadline; work accomplished advances the project.	Completes all assigned tasks by deadline; work accomplished and is thorough, comprehensive, and advances the project.	Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the project. Proactively helps other team members complete their assigned tasks to a similar level of excellence.
Fosters Constructive Team Climate	Is argumentative and does not work with the team.	Supports a constructive group climate by treating other members respectfully.	Supports a constructive group climate by treating other members respectfully and conveying a positive attitude about the group and its work.	Supports a constructive group climate by treating other members respectfully, conveying a positive attitude about the group and its work, and motivating other group members.	Supports a constructive group climate by treating other members respectfully, conveying a positive attitude about the group and its work, motivating other group members, and providing assistance to group members.

Responds to Conflict	Is not present enough to engage in conflict.	Passively accepts alternate viewpoints/ideas/opinions.	Redirects focus toward common ground, toward task at hand (away from conflict)..	Identifies and acknowledges conflict and stays engaged with it.	Addresses conflict directly and helps to manage/resolve it in a way that strengthens overall group cohesiveness.
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Empirical and Quantitative Skills RUBRIC

Adapted for Texarkana College from the AAC&U Critical Thinking VALUE Rubric

Definition

The ability to formulate an inquiry that is scientific or mathematical in nature, and then manipulate and analyze numerical data and/or follow an investigative process using empirical and/or quantitative reasoning to satisfy the inquiry and create informed conclusions.

	Does Not Meet Any Expectations 1	Meets Few Expectations 2	Meets Expectations 3	Exceeds Some Expectations 4	Exceeds All Expectations 5
Identification	The purpose, components, and variables of the investigation/project are not identified.	The purpose, components, and variables of the investigation/project are somewhat identified.	The purpose, components, and variables of the investigation/project are mostly identified	The purpose, components, and variables of the investigation/project are clearly identified..	The purpose, components, and variables of the investigation/project are clearly identified.
Assimilation	The information that is required for an analysis of all investigative components is not evident. If applicable, values are incorrectly translated into variables and no necessary formulas are present.	The information that is required for an analysis of all investigative components is somewhat evident. If applicable, values are incorrectly translated into variables and some necessary formulas are present.	The information that is required for an analysis of all investigative components is mostly evident. If applicable, some values are correctly translated into variables and most necessary formulas are present.	The information that is required for an analysis of all investigative components is evident. If applicable, most values are correctly translated into variables and all necessary formulas are present.	The information that is required for an analysis of all investigative components is clearly evident. If applicable, values are correctly translated into variables and all necessary formulas are present.
Analysis	Most investigative or quantitative components are not scrutinized. The steps followed are illogical and/or irrelevant to the desired result. The proper tools/ technology were not used and/or integrated into the final product. Any notation is not consistent and not defined.	Some investigative or quantitative components are scrutinized. Some steps followed are somewhat logical and relevant to the desired result. The proper tools/ technology were somewhat used and not integrated into the final product. Any notation is somewhat consistent but not defined.	All investigative or quantitative components are somewhat scrutinized. The steps followed are mostly logical and relevant to the desired result. The proper tools/ technology were mostly used and somewhat integrated into the final product. Any notation is mostly consistent and defined.	All investigative or quantitative components are scrutinized. The steps followed are logical and relevant to the desired result. The proper tools/ technology were used and mostly integrated into the final product. Any notation is consistent and well defined.	All investigative or quantitative components are methodically scrutinized. The steps followed are logical and relevant to the desired result. The proper tools/ technology were used and well integrated into the final product. Any notation is consistent and well defined.
Presentation	A summary of the analysis is either inadequately presented or not presented at all. The presented information is mostly incorrect, and/or of poor quality, and/or the	A partial summary of the analysis is presented. The presented information is somewhat correct, of adequate quality, and the terminology/figures are somewhat accurate and	A summary of the analysis is presented. The presented information is mostly correct, of good quality, and the terminology/figures are mostly accurate and easy	A good summary of the analysis is presented. The presented information is correct, of good quality, and the terminology/figures are accurate and easy to	A concise summary of the analysis is presented. The presented information is correct, of high quality, and the terminology/figures are accurate and easy to

	terminology/figures are inaccurate and/or hard to understand. Few or no visual representations of evidence are acceptably scaled/ represent the analysis findings.	relatively easy to understand. Some visual representations of evidence are acceptably scaled and represent the analysis findings.	to understand. Most visual representations of evidence are acceptably scaled and represent the analysis findings.	understand. Most visual representations of evidence are well-scaled and/or well represent the analysis findings..	understand. All visual representations of evidence are well-scaled and well represent the analysis findings.
Application	The integration does not include all steps of the investigation and does not lead to an accurate, nor complete conclusion that relates to the initial investigative argument.	The integration of most steps of the investigation lead to a somewhat accurate, partially complete conclusion that is relative to the initial investigative statement.	The coherent integration of most steps of the investigation lead to an accurate, mostly complete, acceptable conclusion that is relative to the initial investigative statement.	The coherent integration of all steps of the investigation lead to an accurate, mostly complete, relevant conclusion that is relative to the initial investigative statement.	The coherent integration of all steps of the investigation lead to an accurate, complete, relevant conclusion that is relative to the initial investigative statement.



Syllabus: Music Appreciation

Course Number: MUSI 1306

Semester & Year: Spring 2013

Instructor Information

Name: Mary Scott Goode (Mrs. Goode)

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Office Hours: posted

Textbook Information

Music: An Appreciation, Roger Kamien. Seventh Brief Edition, McGraw Hill. ISBN#978-0-07-802509-9

Student Learning Outcomes for the Course

1. Develop listening skills
2. Learn the elements of music
3. Become familiar with the styles of the various eras of music
4. Study the lives and works of the great composers
5. Appreciate both the emotional and intellectual nature of music
6. Attend live concerts more often and with greater appreciation
7. Students will be able to discuss and communicate thoughts on musical performances

Student Requirements for Completion of the Course and Due Dates

1. Students will complete a thorough study of the text and recordings
2. Students will take unit tests on the various eras of music
3. Students will attend 2 live concerts and write 2 concert reports
4. Students will complete homework assignments
5. Students may be asked to do classroom presentations

Student Assessment

Grades will be a combination of homework assignments, test grades, concert report grades and any classroom presentations grade. Grading is NOT based on musical ability or talent. The focus of this course is learning about music, not doing it.

Grading Scale

Grade	
A	90-100
B	80-89
C	70-79
D	60-69
F	59-below

Class Schedule

Students will cover a unit every 2-3 weeks and will be tested at the end of the unit. Concert reports are due at the end of the semester. Specific dates will vary by class.

Make-up Policy

Any test or homework assignment may be done late, however a 20% penalty will be applied.

Please contact the instructor about your options.

Academic Integrity Statement

Scholastic dishonesty, involving but not limited to cheating on a test, plagiarism, collusion, or falsification of records will make the student liable for disciplinary action after being investigated by the Dean of Students. Proven violations of this nature will result in the student being dropped from the class with an "F".

This policy applies campus wide, including TC Testing Center, as well as off-campus classroom or lab sites, including dual credit campuses. This information can be found in the Student Handbook at <https://texarkanacollege.edu>.

Disability Act Statement

Texarkana College complies with all provisions of the Americans with Disabilities Act and makes reasonable accommodations upon request. Please contact Larry Andrews at 903.823.3283, or go by the Recruitment, Advisement, and Retention Department located in the Administration building for personal assistance.

If you have an accommodation letter from their office indicating that you have a disability which requires academic accommodations, please present it to me so we can discuss the

accommodations that you might need for this class. *It is best to request these changes at the beginning if not before the start of class* so there is ample time to make the accommodations..

Financial Aid:

Attention! Dropping this class may affect your funding in a negative way! You could owe money to the college and/or federal government. Please check with the Financial Aid office before making a decision.

Attendance

Attendance is extremely important to success in Music Appreciation; indeed any course, and grades always reflect the level of discipline in this regard. **Please contact your instructor about any absences or issues. This class will follow the guidelines outlined in the official TC Absentee Policy. In other words, once you go beyond 2 weeks' worth of absences you will be dropped automatically unless you have submitted a written explanation/plea for mercy and I have approved it. Extensions beyond the 2 weeks' worth will depend upon the student's complete adherence to the agreed upon plan; any infraction will result in an immediate drop.**

ABSENTEE POLICY

Texarkana College's absentee policy allows instructors to withdraw a student from a course due to excessive absences. If a student leaves and returns during class or leaves the class before the class is over, he/she **may** be considered absent. Three tardies constitute one absence. It is the student's responsibility to check the syllabus for each instructor's tardy policy.

In some workforce/vocational areas, such as nursing and cosmetology, certification requirements necessitate an absentee policy that is more stringent than the institutional policy. In these instances, the matter of certification takes precedence over local policies, since certification policies are established by the State of Texas.

Faculty members **are not** obligated to provide opportunities for students to make-up missed assignments and tests as a result of a student's absence from class. The institution is not required to take attendance with the exception of workforce/vocational areas, where certification requirements require taking attendance. However, experience demonstrates that regular attendance enhances academic success. As such, students are expected to attend each meeting of their registered courses.

A student should not stop attending a class without formally withdrawing from the course by the institutions published Last Day for Students to Drop. If a student stops attending class after the published Last Day for Students to Drop, the student **may** receive a grade of "F" in the class. The instructor will submit the last date of attendance for students receiving a grade of "F" or "W".

Withdrawal from a course(s) **may** affect a student's current or future financial aid eligibility. Students should consult the Financial Aid Office to learn both short and long term consequences of a withdrawal.

EXCUSED ABSENCES

A student's absence due to school trips and/or school business will not be counted against a

student's allowable number of absences. Military duty and absences for Holy Days (FBD LEGAL) are covered in a separate section of the catalog and the student handbook. These are the only excused absences that are considered by Texarkana College. Responsibility for work missed for any absence is placed on the student. Instructors are required to allow students to make up work missed if the absence is due to military duty* or religious holy days when students follow the correct notification procedures. Instructors are not required to allow students to make up work for absences due to other reasons. Make-up policies are listed in each individual instructor's syllabus.

**Students interested in Health Occupations should check with the division chair prior to entering the program.*

ONLINE/HYBRID COURSE ABSENCES

Absence in an **online course** is defined as the lack of an active post or submission within the course including discussion board posts, written assignments, and tests. This standard will be used to determine all absentee issues, including but not limited to, 12th Day Census Reports, last date of attendance, and involuntary withdrawal from a course due to absences. All online students must complete an Enrollment Verification activity within the first week of class (activity depends upon the professor); otherwise the professor **may** drop the student for not having attended. Students must complete at least one activity in their online class per week. Each week in which a student does not complete an activity will be counted as an absence.

If a student is taking a hybrid course, and it does not meet during the first week of class, the student must also complete an Enrollment Verification activity within the first week of class; otherwise the student **may** be dropped for not having attended.

MAXIMUM ALLOWABLE ABSENCES

After official registration, the following number of unexcused absences will be the maximum allowable before a student **may** be dropped from the class. Mandated program certification requirements detailed for certain programs regarding the maximum allowable unexcused absences takes precedence over the following information.

Academic Classes

A COURSE THAT MEETS FOR THE FULL 16 WEEK SEMESTER	
Class or Lab Meets:	An instructor may withdraw a student from a course if absences exceed:
Once a week (Night classes or Friday classes)	2
Twice a week (MW or TR classes)	4
Three times a week (MWF or TRF classes)	6
Four times a week (MTWR classes)	8
	Three tardies count as one absence
A COURSE THAT MEETS FOR 14 WEEKS OF THE SEMESTER	

Class or Lab Meets: Twice a week (MW or TR classes)	An instructor may withdraw a student from a course if absences exceed: 4 Three tardies count as one absence.
A COURSE THAT MEETS FOR 8 WEEKS OF THE SEMESTER (Fast-Track)	
Class or Lab Meets: Four times a week (MTWR classes)	An instructor may withdraw a student from a course if absences exceed: 4 Three tardies count as one absence.
A COURSE THAT MEETS FOR 5 WEEKS OF THE SEMESTER (Summer Sessions)	
Class or Lab Meets: 3 times a week (MTW) (evening classes) 4 times a week (MTWR) (day classes)	An instructor may withdraw a student from a course if absences exceed: 2 2 Three tardies count as one absence.

Workforce Classes (This does not include Health Occupations. See Health Occupations Handbook regarding absences for that program.)

Day Classes	Evening Classes
Class meets: 5 days a week (MTWRF) The instructor may withdraw a student from a course if absences exceed five (5) up until the published Last Day for Students to Drop. Absences that exceed this number after the drop day may result in the student receiving an “F” in the program for that semester. Three tardies count as one absence. You are considered tardy from the designated class start time through the first 15 minutes of class. After that you will be counted absent.	Class Meets: 4 evenings a week (MTWR) The instructor may withdraw a student from a course if absences exceed five (5) up until the published Last Day for Students to Drop. Absences that exceed this number after the drop day may result in the student receiving an “F” in the program for that semester. Three tardies count as one absence. You are considered tardy from the designated class start time through the first 15 minutes of class. After that you will be counted absent.