

# Pitt State Pathway

(Undergraduate Course Numbers through 699)

**Please check only one:**

- Course is **currently** a “General Education” course
  - Course is listed in the current catalog, but is **NOT** a “General Education” course
  - New course that is **NOT** listed in the current catalog and has **NOT** been legislated through PSU Faculty Senate and/or KBOR
- A. Submission date: **December 14, 2018**
- B. Department: **Music**
- C. College: **Arts and Sciences**  
If two or more Colleges, please indicate which Colleges will be involved in teaching the course:  
**Click or tap here to enter text.**
- D. Name of faculty member on record for the course (may be Coordinating Professor or Chair):  
**Robert Kehle**  
*(As faculty of record, I verify all sections agree to address the Core or Essential Studies Element and corresponding Learning Outcome as indicated below.)*
- E. Course prefix: **MUS**
- F. Course number: **120**
- G. Credit hours: **3**
- H. Title of course: **MUSIC APPRECIATION**  
Is this a change in the title of the course? **No**  
*(If “Yes,” a Revision to Course form will need to be completed and uploaded to the Preliminary Briefcase and will go through the legislation process.)*
- I. Will this course require a new course description? **No**  
*(If “Yes,” please insert new course description here. A Revision of Course form will need to be completed and uploaded to the Preliminary Briefcase and will go through the legislation process)*  
**Click or tap here to enter text.**
- J. Does this course include a co-requisite laboratory course: **No**  
If “Yes”, please provide the co-requisite course name and number:  
**Click or tap here to enter text.**
- K. Will this course be available on-line: **Yes**  
If “Yes”, please provide a detailed explanation: **Every Fall and Spring. Summers if approved by the administration for funding.**
- L. Semester(s) course will be offered (choose all that apply): **Fall - Spring - Summer**
- M. Prerequisite(s): **none**
- N. Co-requisite(s) —other than lab course named above: **none**

O. Select the *Pitt State Pathway Core Element* or **Essential Studies Element** based on the identified Learning Outcome to be covered in the course (choose only **one** set):  
 (Refer to definitions, hierarchy, and rubrics in the *Pitt State Pathway* document)

Select **Only One** Element

- Communication
  - **Written Communication**.....
    - Students will communicate effectively.
  
- Communication
  - **Verbal Communication**.....
    - *Students will communicate effectively.*
  
- Quantitative/Analytic Methods and Scientific Literacy
  - **Quantitative/Analytic Methods**.....
    - *Students will analyze data logically.*
  
- Global Understanding and Civic Engagement
  - **Human Experience within a Global Context**.....
    - *Students will explore global systems conscientiously.*
  
- Global Understanding and Civic Engagement
  - **Human Systems within a Global Context**.....
    - *Students will explore global systems conscientiously.*
  
- Global Understanding and Civic Engagement
  - **Natural World within a Global Context**.....
    - *Students will explore global systems conscientiously.*
  
- Personal and Professional Behavior
  - **Wellness Strategies**.....
    - *Students will model productive behaviors purposefully.*

P. Will the course address a **Companion Element**? **Yes**  
 (Refer to definitions, hierarchy, and rubrics in the *Pitt State Pathway* document.)

If “Yes,” please select one: Non-verbal and Creative Expression

Q. What is the highest anticipated level of student achievement for the stated learning outcome(s) common across all sections of the course? Note: Sample assessment strategies will be submitted on the representative syllabus. Milestone I  
 (Refer to definitions, hierarchy, and rubrics in the *Pitt State Pathway* document.)

R. Please submit course syllabus as an attachment, highlighting the following items: course objectives related to Learning Outcome(s), assessment strategies (e.g. exams, course project, etc.), and assessment tool(s) to be used to measure student achievement.

**Legislative Process**  
**Authorization and Notification Signatures**  
(Electronic signatures accepted)

**Department Chairperson** ..... Approved  Not Approved   
  
\_\_\_\_\_ Date 2/12/19  
Department Chairperson Signature

**Faculty Senate General Education Committee**..... Approved  Not Approved   
\_\_\_\_\_  
Faculty Senate General Education Chairperson Signature Date

**Faculty Senate**..... Approved  Not Approved   
\_\_\_\_\_  
Faculty Senate Recording Secretary Signature Date

Note: Each College curriculum representative will notify their respective College and Department(s) of the completion of the approval process.

\*Originating Department: Please **complete** the entire form, acquire the Chairperson's signature, and save as **PSP.ABC123.Form**. Save the syllabus to be attached as **PSP.ABC123.Syll**. Email the completed form and attachments to [psupathway@pittstate.edu](mailto:psupathway@pittstate.edu).

Naming convention: <b>PSP.ABC123.Form</b> PSP = Pitt State Pathway. ABC123 = Course abbreviation and number
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**Pittsburg State University**  
**MUSIC APPRECIATION 120**  
**COURSE SYLLABUS**

**Teacher's name**

**Office**

**Email**

**Delivery method**

**TEXT:**

**OFFICE HOURS**

**Phone**

**Course description: MUSIC 120. Music Appreciation.** Using the techniques of listening to recognize the various elements, forms, styles, and textures of music, this class helps develop an appreciation of the fine arts and aesthetics of human performance in the arts. Subject matter will vary with each section but will emphasize the following types of music: classical, jazz or world music. The specific content of each section will be identified in the class schedule. No previous music experience is necessary. Not open to music majors.

**Pitt State Pathway**

MISSION STATEMENT The Pitt State Pathway curriculum serves as the heart of the university education by fostering interdisciplinary competencies that typify the educated person. It is designed to facilitate the development of key proficiencies including communication and information literacy. The Pitt State Pathway curriculum provides a transformational experience that challenges students to think creatively and critically, and to immerse themselves in the productive examination of humans in their global setting. By encouraging the development of skills that promote life-long learning, the Pitt State Pathway fosters a sense of personal responsibility, an appreciation of diversity, and an understanding of interconnectedness in our truly global society.

**Pitt State Pathway**

This course covers the "Pitt State Pathway Requirement" for "The Human Experience within a Global Context." Additionally, it covers the "Non-verbal and Creative Expression" portion of the "Companion Elements."

**1. Human Experience within a Global Context: Milestone I**

Understanding the diverse nature, meanings, or functions of creative endeavors through the study of literature, music, theater, visual arts, or related forms of expression helps us understand ourselves. Competency in this element means:

- Applying cultural concepts and/or methodologies in the analysis of literary, performing, visual, or other art forms;
- Analyzing how literature, performance, the visual arts, or other creative endeavors respond to and influence society and culture;
- Analyzing creative endeavors in a contextual framework, such as critical theory, aesthetics, philosophy of art, or rhetoric;
- Demonstrating concepts that characterize a polycentric view of the world in contrast to an ethnocentric perspective.

**Learning Outcome:** Students will explore global systems conscientiously.

**Companion Element.** Non-verbal and Other Communication.

**Non-verbal and Creative Expression: Milestone I**

Competently utilizes and demonstrates human response not expressed in words. These responses may or may not complement written and verbal information. Competency in this element means:

- *Interpreting and delivering* nonverbal communication as it applies to specific contexts such as art, music, illustrations, theater, dance, digital media, or other forms of context not identified above, as appropriate.

- *Demonstrating* effective and appropriate delivery/presentation including, but not limited to, facial expression, eye contact, body movement, and vocal variety;
- *Demonstrating* professionalism;

**Learning Outcome:** *Students will communicate effectively.*

By definition, music can be a non-verbal form of expression. Even in vocal music there is a strong non-verbal component through the musical expression. The concepts of non-verbal and creative expression are embedded throughout the class. Characteristics of musical styles, interpretation of the same music or its function by various artists and in various styles are wedded to the entire course content. The musical interpretation of lyrics or the use of musical concepts such as consonance/dissonance, dynamics, and orchestration all play a role. This is found on every test as it forms a fundamental basis for the class.

### **Learner Outcomes.**

Students will:

1. describe how music and its creative process assists us in understanding various cultures.
2. analyze the relationship between the influence of music on cultures and cultures on music.
3. explain how music relates to cultures internationally.
4. articulate the creative process of the composer and performer.
5. demonstrate an understanding of various musical styles and people involved in these styles.
6. discuss the audible musical language.
7. evaluate music to determine what is “good and bad” music.
8. understand how the characteristics of music as a creative art form expresses non-verbal communication.

**Assessment:**

Students will be assessed in a variety of ways through essays and /or objective tests to measure the student’s ability to: 1) Explain how various art forms respond to and influence society and culture and 2) Understands the characteristics of effective non-verbal and/or creative expression.

Element	4 Mastery	3 Milestone II	2 Milestone I	Benchmark	N/A
Human experience within a Global Context	Analyzes how various art forms respond to and influence society and culture	Interprets how various art forms respond to and influence society and culture	Explains how various art forms respond to and influence society and culture	Recognizes how various art forms respond to and influence society and culture	
Music 120 - Jazz	Censorship in music. Class discussion and test question. Integration of non-western influences (Throughout the course)	Section on the Blues and works that relate to social issues. I.e. Like Billie Holiday singing Strange Fruit and social issues impacting jazz in the 1960's test questions and in class presentation.	Incorporation of non-western music concepts into jazz. Section on ethnic Jazz, African Music & Afro American pre and post civil war. Test questions	Language in the blues. Lecture and test questions	
Music 120 - Classical	Essays or test questions, addressing: role and influence of the absolute monarchy system on sacred and secular musical expression; Romantic ideals abound in society and in the concert hall.	In-class writes and exam questions, such as: How did Classicism evolve from the Baroque era?	Written responses to questions such as, "What components of Berlioz's Symphonie Fantastique are Romantic in nature?" What societal influences contributed to Beethoven's bridging of two musical eras?	Listening exam questions, such as: Identify the musical selection by title and composer, and discuss its significance in relation to its cultural backdrop.	

Human experience within a Global Context	Analyzes how various art forms respond to and influence society and culture	Interprets how various art forms respond to and influence society and culture	Explains how various art forms respond to and influence society and culture	Recognizes how various art forms respond to and influence society and culture
Music 120 - Rock and Roll	Test on the adoption and blending of African musical Elements and sensibilities into western culture from Slavery, early Jazz, R&B, and the Blues through classic rock and roll.	Graded Paper on cultural shifts in the 1960s including women's mvmt, La Raza, Drug Culture, and Civil Rights	Graded Paper on British Invasion (Beatles and Rolling Stones) and hoe American band reacted.	Presented throughout course. Blues vs. Country Music. R&B vs Rock and Roll. Pop music vs Underground Music, etc.
The World Music course covers 5 continents of traditional, folk, and classical music. With each "journey" the course takes the students are relating their own experience with the material being studied, as well as comparing their experience with the performers and musicians of the selected location.	Graded Essays or test questions that discuss the manner in which music is a reflection of and contributor to the overall culture of specific geographic locations.	Final paper project focuses on music of a specific region or country and how the music relates to the culture of the location, including other types of cultural events and festivals.	Graded essays and or test questions that require explanation of how music influences other areas of a cultural community. Ex: How is the recitation of the Torah reflected in the traditional music of the Middle East.	Listening Journal exercises that have students identify specific elements of musical performance, unique and culturally specific instruments, and comparison of the music in the class to music experienced by the student daily.