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
0. 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. Mastery
(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 ☐

[Signature]
Department Chairperson Signature

[Date] 12/14/18

Faculty Senate General Education Committee........................................... Approved ☐ Not Approved ☐

[Signature]
Faculty Senate General Education Chairperson Signature

[Date]

Faculty Senate................................................................. Approved ☐ Not Approved ☐

[Signature]
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.

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

OFFICE HOURS
Phone

Teacher's name
Office
Email
Delivery method
TEXT:

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
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:
  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.

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.

Companion Element. Non-verbal and Other Communication
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.
<table>
<thead>
<tr>
<th>Benchmark</th>
<th>Milestone I</th>
<th>Milestone II</th>
<th>Mastery</th>
<th>Element</th>
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**Cultural Backdrop:**
- Identification of two musical components of classical music: melody and rhythm.
- Analysis of how these components influence modern music.
- Discussion of the role of culture in the evolution of classical music.

**Concert Hall:**
- Exploration of the influence of classical music on contemporary art forms.
- Examination of the relationship between classical music and contemporary art.

**Language in the Blues, Lecture:**
- Introduction to the blues as a genre.
- Discussion of the cultural significance of the blues.

**Censorship in Music, Class:**
- Analysis of the influence of censorship on music.
- Exploration of the role of censorship in shaping musical expression.

**Music 120 - Jazz:**
- Introduction to jazz music and its cultural significance.
- Discussion of the influence of jazz on contemporary art forms.

**Music 120 - Jazz (Course):**
- Examination of the influence of jazz on contemporary music.
- Analysis of the role of jazz in shaping cultural expression.
| World Music |
|-------------------|-------------------|
| Selected location for a particular culture or country, focusing on an aspect of the cultural expression of music. |
| Students observe and analyze music from various cultures, including world music, and understand the influence of cultural and historical factors on music. |
| Graded essay or test. |

| Music I2O - Rock |
|-------------------|-------------------|
| Rock and Roll, the blues, through classic rock, early jazz, R&B, and into western culture from elements and cultural shifts. |
| Graded paper on British invasion and American rock bands, blues and roll. |
| Graded essay on British and American culture and influences on music. |

| Music I2O - Pop Music vs. Country Music, R&B vs. Hip Hop, Shaping Sound, Pop and Roll |
|-------------------|-------------------|
| Students respond to and analyze music from various artists within a global context. |
| Students analyze how various art forms respond to and influence culture and society. |
| Graded essay or test. |

| Underground Music, etc. |
|-------------------|-------------------|
| Presentations throughout course. |
| Band research and interviews (beats, producers, and role). |
| Graded paper on British cultural shifts in the 1960s. |

| Music I2O - Jazz and Civil Rights |
|-------------------|-------------------|
| Jazz and the blues culture, women's music, the civil rights movement, and 1960s. |
| Graded paper on British cultural shifts in the 1960s. |

| Listening Journal Experiences that require understanding, infection, and performance. |
|-------------------|-------------------|
| Students identify specific lessons that they learn. |

| Selected location for a particular culture or country, focusing on an aspect of the cultural expression of music. |
|-------------------|-------------------|
| Students observe and analyze music from various cultures, including world music, and understand the influence of cultural and historical factors on music. |
| Graded essay or test. |

| Music I2O - Rock and Roll, the blues, through classic rock, early jazz, R&B, and into western culture from elements and cultural shifts. |
|-------------------|-------------------|
| Graded paper on British invasion and American rock bands, blues and roll. |
| Graded essay on British and American culture and influences on music. |

| Music I2O - Pop Music vs. Country Music, R&B vs. Hip Hop, Shaping Sound, Pop and Roll |
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