

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 11, 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):
David Hurley
(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: **121**
- G. Credit hours: **3**
- H. Title of course: **Introduction to Music Literature**
Is this a change in the title of the course? **No**
(If “Yes,” a Revision to Course or New 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? **Yes**
(If “Yes,” please insert new course description here. A Revision of Course or New Course form will need to be completed and uploaded to the Preliminary Briefcase and will go through the legislation process.)
Description is the same, but change from 2 to 3 credit hours is being legislated.
- 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: **No**
If “Yes”, please provide a detailed explanation: **Click or tap here to enter text.**
- L. Semester(s) course will be offered (choose all that apply): **Fall only**
- M. Prerequisite(s): **No**
- N. Co-requisite(s) —other than lab course named above: **No**

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. *Mastery Milestone 1*
(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/or sample assessment tool(s) to be used to measure student achievement.

Legislative Process
Authorization and Notification Signatures
(Electronic signatures accepted)

Department Chairperson Susan Marchant Approved Not Approved

Susan Marchant
Department Chairperson Signature

12/10/18
Date

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 email to psupathway@pittstate.edu.

**DEPARTMENT OF MUSIC
PITTSBURG STATE UNIVERSITY
Music 121
Introduction to Music Literature
Syllabus**

Instructor: Dr. David Hurley
Phone: 4479
E-mail: dhurley@pittstate.edu

Office: McCray 319
Course delivery method: face-to-face

Course Description:

3 hours. Significant musical works from the Middle Ages through the present with stylistic analysis. A secondary interest is placed on world music. Designed for music majors and minors.

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

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. understand how the characteristics of music as a creative art form expresses non-verbal communication.

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 virtually every test and paper assignments as it forms a fundamental basis for the class.

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 121 Hurley		Paper - What is the story of Purcell's opera Dido and Aeneas? How does Purcell portray the grief of this abandoned woman, and if you were a composer how would you have done it? How does the topic relate to issues in modern culture?	Compare and contrast the following types of chant, discussing musical characteristics and situating each in its cultural setting. Interpret and explain how these different chant traditions respond to and influence culture: Gregorian Chant, Islamic Chant, Hawaiian Chant, Native American Music. 2. Compare and contrast the following, describing how each reflects its representative stylistic/chronological period and culture as well as composer/genre. Which do you like best and why? Weelkes "As Vesta Was" and Schubert, "Erlkönig"		Lecture/discussion and test questions. Differences in Medieval and renaissance cultures.	