



Purpose: It is the intention of this Administrative-Master Syllabus to provide a general description of the course, outline the required elements of the course and to lay the foundation for course assessment for the improvement of student learning, as specified by the faculty of Wharton County Junior College, regardless of who teaches the course, the timeframe by which it is instructed, or the instructional method by which the course is delivered. It is not intended to restrict the manner by which an individual faculty member teaches the course but to be an administrative tool to aid in the improvement of instruction.

Course Title -- MUSIC LITERATURE

Course Prefix and Number – MUSI 1307

Department – VISUAL & PERFORMING ARTS

Division - CFA

Course Type: (check one)

- Academic General Education Course (from ACGM – but not in WCJC Core)
- Academic WCJC Core Course
- WECM course (This course is a Special Topics or Unique Needs Course: Y or N)

Semester Credit Hours # : Lecture hours # : Lab/Other Hours # **3:3:0**

Equated Pay Hours for Course - 3

Course Catalog Description – Survey of the principal musical forms and cultural periods as illustrated in the literature of major composers. Includes Classical, Romantic, and 20th Century style periods.

Prerequisites/Co-requisites – TSI satisfied in reading and writing requirements.

List Lab/ Other Hours
Lab Hours
Clinical Hours
Practicum Hours
Other (list)

Prepared by Eddie Vandewalker

Date 8-29-13

Reviewed by Department Head Eddie Vandewalker

Date 8-29-13

Accuracy Verified by Division Chair *gghunt*

Date 8-29-13

Approved by Dean or Vice President of Instruction *gghunt*

Date 8-29-13



I. Topical Outline – Each offering of this course must include the following topics (be sure to include information regarding lab, practicum, clinical or other non-lecture instruction):

1. Music from the Classical Period (1750-1820)
2. Music from the Romantic Period (1820-1900)
3. Music from the 20th Century (1900-2000)

II. Course Learning Outcomes

Learning Outcomes	Methods of Assessment
<p>At the conclusion of this course, students should be able to:</p> <ol style="list-style-type: none"> 1. Place major composers from the Classical Period through the present into their correct time periods 2. Identify aurally music from the Classical Period through the Twentieth Century to the present 3. Identify aurally and describe genres from the Classical Period through the Twentieth Century to the present 4. Identify aurally and discuss and list musical mediums from the Classical Period through the Twentieth Century to the present. 	<ol style="list-style-type: none"> 1. Students will study music from Classical, Romantic and Twentieth Century style periods with appropriate dates and composers. Students will demonstrate their ability to place major composers into their correct style periods on periodic written tests. 2. Students will hear appropriate music from the Classical Period through the Twentieth Century to the present. Students will demonstrate their ability to identify music from these periods on periodic aural tests. 3. Students will hear music of appropriate genres from the Classical Period through the Twentieth Century to the present. Students will demonstrate their ability to identify genres from the Romantic Period through the Twentieth Century to the present on periodic aural tests. Students will hear music of appropriate genres from the Classical Period through the Twentieth Century to the present. Students will demonstrate their ability to describe genres from the Classical and Romantic Periods through the Twentieth Century to the present on periodic aural tests. 4. Students will hear discussions of musical mediums from the Classical, Classical, Romantic and Twentieth Century style periods to the present in class. Students will demonstrate their ability to discuss and list musical mediums from the Late Baroque, Classical, Romantic and Twentieth Century style periods to the present on periodic written tests. Students will hear hear music with appropriate musical mediums from the Classical, Romantic and Twentieth Century style periods to the present in class. Students will demonstrate their ability to identify musical mediums from the Late Baroque, Classical, Romantic and Twentieth Century style periods to the present on periodic aural tests.

<p>5. Name and discuss biographies of appropriate composers from the Classical, Romantic and Twentieth Century style periods to the present.</p> <p>6. List and identify aurally appropriate musical forms from the Classical, Romantic and Twentieth Century style periods to the present</p> <p>7. List and identify appropriate musical titles from the Classical, Romantic and Twentieth Century style periods to the present</p> <p>8. List and identify aurally appropriate musical style characteristics from the Classical, Romantic and Twentieth Century style periods to the present</p> <p>9. Identify appropriate systems of music notation from the Classical, Romantic and Twentieth Century style periods to the present</p>	<p>5. Students will hear discussion of biographies of appropriate composers from the Classical, Romantic and Twentieth Century style periods to the present in class. Students will demonstrate their ability to name and discuss appropriate composer biographies from the Classical, Romantic and Twentieth Century style periods to the present on periodic written tests.</p> <p>6. Students will hear music with appropriate forms from the Classical, Romantic and Twentieth Century style periods to the present. Students will demonstrate their ability to identify forms from the Classical, Romantic and Twentieth Century style periods to the present on periodic aural tests.</p> <p>Students will hear discussions of appropriate forms from the Classical, Romantic and Twentieth Century style periods to the present. Students will demonstrate their ability to describe appropriate forms from the Classical, Romantic and Twentieth Century style periods to the present on periodic written tests.</p> <p>7. Students will hear discussions of appropriate musical titles from the Classical, Romantic and Twentieth Century style periods to the present. Students will demonstrate their ability to list and identify appropriate titles from the Classical, Romantic and Twentieth Century style periods to the present on periodic written tests.</p> <p>8. Students will hear music with appropriate musical style characteristics from the Classical, Romantic and Twentieth Century style periods to the present. Students will demonstrate their ability to identify appropriate musical style characteristics from the Classical, Romantic and Twentieth Century style periods to the present on periodic aural tests.</p> <p>Students will hear discussions of appropriate musical style characteristics from the Classical, Romantic and Twentieth Century style periods to the present. Students will demonstrate their ability to describe appropriate forms from the Classical, Romantic and Twentieth Century style periods to the present on periodic written tests.</p> <p>9. Students will hear discussions of appropriate systems of music notation from the Classical, Romantic and Twentieth Century style periods to the present in class. Students will demonstrate their ability to name and discuss appropriate systems of music notation from the Classical, Romantic and Twentieth Century style periods to the present on periodic written tests.</p>
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III. Required Text(s), Optional Text(s) and/or Materials to be Supplied by Student.

Kerman, Joseph; Tomlinson, Gary. *Listen*, 7th edition.
Bedford/St. Martin's, Publisher, 2012

IV. Suggested Course Maximum - 24

V. List any specific spatial or physical requirements beyond a typical classroom required to teach the course.

Piano, Audio/Video System/Internet access

VI. Course Requirements/Grading System – Describe any course specific requirements such as research papers or reading assignments and the generalized grading format for the course

Students are required to attend live musical performances.

A= 90-100

B= 80-89

C= 70-79

D= 60-69

F= 59 and below

50% in class participation and presentations, 25% homework/outside listening/performance attendance, 25% quizzes and tests

VII. Curriculum Checklist

- **Academic General Education Course** (from ACGM – but not in WCJC Core)
No additional documentation needed

- **Academic WCJC Core Course**
Attach the Core Curriculum Review Forms

- Critical Thinking
- Communication
- Empirical & Quantitative Skills
- Teamwork
- Social Responsibility
- Personal Responsibility

- **WECM Courses**
If needed, revise the Program SCANS Matrix & Competencies Checklist.



Core Curriculum Review Form

Foundational Component Area: **Creative Arts**

Course Prefix & Suffix: _____ **MUSI 1307**

Core Objective: **Critical Thinking Skills**—to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Student Learning Outcome supporting core objective:

For each core objective, there must be at least two different methods of assessment.

SLO Status	Student Learning Outcome (SLO)	Learning Activity	Assessment
The SLO is:	Insert SLO (from Administrative Master Syllabi) below	Provide a brief name and description of the sample learning activity:	Provide a brief name and description of the sample quiz, exam, rubric, assignment, etc. for assessing the objective:
<input checked="" type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated	List and identify aurally appropriate musical forms from the Classical, Romantic and Twentieth Century style periods to the present.	-class discussions -lectures -student presentations -videos -recordings -attendance at live performances	Assessment will be made by the instructor of the student's ability to correctly identify through written homework, aural quizzes and exams and written quizzes and exams.
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated			
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated			

Department Head: Eddie Vandewalker

Date: 8-28-13

WCJC Core Curriculum Review Form-Creative Arts (April 2013)

(Modified from Collin College)

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Core Curriculum Review Form

Foundational Component Area:

Creative Arts

Course Prefix & Suffix: _____ **MUSI 1307**

Core Objective: **Communication Skills**—to include effective development, interpretation and expression of ideas through written, oral and visual communication

Student Learning Outcome supporting core objective:

For each core objective, there must be at least two different methods of assessment.

SLO Status	Student Learning Outcome (SLO)	Learning Activity	Assessment
The SLO is:	Insert SLO (from Administrative Master Syllabi) below	Provide a brief name and description of the sample learning activity:	Provide a brief name and description of the sample quiz, exam, rubric, assignment, etc. for assessing the objective:
<input checked="" type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated	Name and discuss biographies of appropriate composers from the Classical, Romantic and Twentieth Century style periods to the present.	-class presentations -class discussions -lecture -videos -recordings -live performances	Assessment will be by instructor through the student's class presentations, written homework and oral and written quizzes and exams.
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated			
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated			

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Core Curriculum Review Form

Foundational Component Area: **Creative Arts**

Course Prefix & Suffix: _____ **MUSI 1307**

Core Objective: **Teamwork**—to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

Student Learning Outcome supporting core objective:

For each core objective, there must be at least two different methods of assessment.

SLO Status	Student Learning Outcome (SLO)	Learning Activity	Assessment
The SLO is:	Insert SLO (from Administrative Master Syllabi) below	Provide a brief name and description of the sample learning activity:	Provide a brief name and description of the sample quiz, exam, rubric, assignment, etc. for assessing the objective:
<input checked="" type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated	Identify aurally music from the Classical Period through the Twentieth Century to the present.	-class echo clapping -group presentations -partner singing and clapping -class discussions -lectures -videos -recordings -live performances	Assessment will be made by the instructor based on the student's ability to participate at the same level of other students and contribute equally.
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated			
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated			

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Core Curriculum Review Form

Foundational Component Area: **Creative Arts**

Course Prefix & Suffix: _____ **MUSI 1307**

Core Objective: **Social Responsibility**—to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Student Learning Outcome supporting core objective:

For each core objective, there must be at least two different methods of assessment.

SLO Status	Student Learning Outcome (SLO)	Learning Activity	Assessment
The SLO is:	Insert SLO (from Administrative Master Syllabi) below	Provide a brief name and description of the sample learning activity:	Provide a brief name and description of the sample quiz, exam, rubric, assignment, etc. for assessing the objective:
<input checked="" type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated	Identify aurally appropriate musical style characteristics from the Classical, Romantic and Twentieth Century style periods to the present.	-class discussions -class presentations -lecture -group discussions -group presentations -videos -recordings -live performances	Assessment will be made by the instructor based on information given by the student through presentations, homework and tests and quizzes.
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated			
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated			

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