

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		09-55	AP-3/25/10	App-4/20/10

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Proposing Department/Unit Music	Phone 357-2065

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. Course Proposals (check all that apply)

New Course Course Prefix Change Course Deletion
 Course Revision Course Number and/or Title Change Catalog Description Change

MUHI/ARHI/THTR 281 – Introduction to the Arts

FIAR 101 – Introduction to the Arts

Current Course prefix, number and full title

Proposed course prefix, number and full title, if changing

2. Additional Course Designations: check if appropriate

This course is also proposed as a Liberal Studies Course. Other: (e.g., Women's Studies, Pan-African)
 This course is also proposed as an Honors College Course.

3. Program Proposals

New Degree Program Program Title Change Program Revision
 New Minor Program New Track Other
 Catalog Description Change

Current program name

Proposed program name, if changing

4. Approvals	Date
Department Curriculum Committee Chair(s) <i>Arby Sill</i>	Dec. 8, 2009
Department Chair(s) <i>Wendy...</i>	12-9-09
College Curriculum Committee Chair <i>Jack Stamp</i>	12/17/09
College Dean <i>Jack Stamp</i>	2/9/10
Director of Liberal Studies *	2/9/10
Director of Honors College *	
Provost *	
Additional signatures as appropriate: (include title)	
UWUCC Co-Chairs <i>Gail Sedrict</i>	4/13/10

* where applicable

Liberal Studies

MAR 8 2010

Received

Received

APR 13 2010

Liberal Studies

Received

2-9-10

Liberal Studies

Liberal Studies Course Approval Form Instruction Sheet

Use this form only if you wish to have a course included in a Liberal Studies Learning Skill or Knowledge Area category. Do not use this form for synthesis or writing-intensive sections; different forms are available for these. If you have questions, contact the Liberal Studies Office, 103 Stabley, telephone 357-5715.

This form is intended to assist you in developing your course to meet IUP's Criteria for Liberal Studies and to arrange your proposal in a standard order for consideration by the Liberal Studies Committee (LSC) and the University-wide Undergraduate Curriculum Committee. When you have finished, your proposal will have these parts:

- Standard UWUCC Course Proposal Cover Sheet, with signatures (one page)
- Completed copy of LS General Information Check-List--Parts 1-3 of this form (one page)
- One sheet of paper for your answers to the four questions in Part IV of this form (one page)
- Completed check-list for each curriculum category in which your course is to be listed--e.g. Non-Western Cultures, Fine Arts, etc. (one page each) [Check-lists are found in the appendix to this Handbook.]
- Course syllabus in UWUCC format.

Note: If this is a new course not previously approved by the University Senate, you will also need answers to the UWUCC Course Analysis Questionnaire. These are not considered by the LSC but will be forwarded to the UWUCC along with the rest of the proposal after the LSC completes its review. For information on UWUCC procedures for new courses or course revisions, see appropriate sections of this Handbook.

Submit one (1) copy of the completed proposal to the Liberal Studies Office (103 Stabley.) The Liberal Studies Committee will make its own copies from your original; the committee does reserve the right to return excessively long proposals for editing before they are duplicated. (If you happen to have extra copies of the proposal, you are invited to send multiple copies to the LSC to save unnecessary copying.)

Please Number All Pages

LIBERAL STUDIES COURSE APPROVAL, PARTS 1-3: GENERAL INFORMATION CHECK-LIST

I. Please indicate the LS category(ies) for which you are applying:

LEARNING SKILLS:

First Composition Course Second Composition Course
 Mathematics

KNOWLEDGE AREAS:

<input checked="" type="checkbox"/> Humanities: History	<input checked="" type="checkbox"/> Fine Arts
<input type="checkbox"/> Humanities: Philos/Rel Studies	<input type="checkbox"/> Social Sciences
<input type="checkbox"/> Humanities: Literature	<input type="checkbox"/> Non-Western Cultures
<input type="checkbox"/> Natural Sci: Laboratory	<input type="checkbox"/> Health & Wellness
<input type="checkbox"/> Natural Sci: Non-laboratory	<input type="checkbox"/> Liberal Studies Elective

II. Please use check marks to indicate which LS goals are **primary, secondary, incidental, or not applicable**. When you meet with the LSC to discuss the course, you may be asked to explain how these will be achieved.

Prim Sec Incid N/A

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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A. Intellectual Skills and Modes of Thinking:

1. Inquiry, abstract logical thinking, critical analysis, synthesis, decision making, and other aspects of the critical process.
2. Literacy--writing, reading, speaking, listening.
3. Understanding numerical data.
4. Historical consciousness.
5. Scientific Inquiry.
6. Values (Ethical mode of thinking or application of ethical perception).
7. Aesthetic mode of thinking.

B. Acquiring a Body of Knowledge or Understanding Essential to an Educated Person

C. Understanding the Physical Nature of Human Beings

D. Collateral Skills:

1. Use of the library.
2. Use of computing technology.

III. The LS criteria indicate six ways that courses **should** contribute to students' abilities. Please check all that apply. When you meet with the LSC, you may be asked to explain your check marks.

1. Confront the major ethical issues which pertain to the subject matter; realize that although "suspended judgment" is a necessity of intellectual inquiry, one cannot live forever in suspension; and make ethical choices and take responsibility for them.
2. Define and analyze problems, frame questions, evaluate available solutions and make choices.
3. Communicate knowledge and exchange ideas by various forms of expression, in most cases writing and speaking.
4. Recognize creativity and engage in creative thinking.
5. Continue learning even after the completion of their formal education.
6. Recognize relationships between what is being studied and current issues, thoughts, institutions, and/or events.

IV. A

Instructors for the various components of this course collaborate on the development of the syllabus to insure consistency of content and activities for the summer session. There is one section of the course with multiple instructors. To the best of our understanding, the need for equivalency is not a factor, as the syllabus of record is used by each instructor.

B

A review of the bibliography presented in the syllabus of record will clearly demonstrate the commitment to multicultural, non-gender specific pedagogical materials. Examples include *Art 21, A History of Music in Western Culture, Exploring Art: A Global Thematic Approach, Worlds of Music,* and *Anthology of Living Theater.*

C.

This is a multidisciplinary introductory level course offered only in the summer that provides the students with initial exposure to the arts. As such, the study of a major work of fiction or no-fiction is not feasible. However, during the theater portion of the course, the group project has been the study, reading, and “presentation” of a theatrical event.

D.

This course incorporates a multidisciplinary approach to the arts. This perspective is not provided to majors taking their department’s fine arts liberal studies requirement for their major. The course is an arts immersion course differing from the existing courses meeting the fine arts liberal studies requirement on the main campus. If it should be necessary for a student who fails this course to exercise the D/F course repeat option, any one of the following courses may be substituted: ARHI 101, MUHI 101, THTR 101, DANC 102

CHECK LIST -- FINE ARTS

Knowledge Area Criteria which the course must meet:

- Treat concepts, themes and events in sufficient depth to enable students to appreciate the complexity, history and current implications of what is being studied; and not be merely cursory coverage of lists of topics.
- Suggest the major intellectual questions/problems which interest practitioners of a discipline and explore critically the important theories and principles presented by the discipline.
- Encourage students to use and enhance, wherever possible, the composition and mathematics skills built in the Skill Areas of Liberal Studies.

Fine Arts Criteria which the course must meet:

- Examine major works by leading artists, including where appropriate women and minorities, chosen to represent significant differences in style and/or historical era.
- Examine at least one work critically and in detail.
- Include where possible both Western and non-Western art.
- Address the fine arts through at least one of the following:
 - Examination of major stylistic trends within the art(s) from a historical perspective.
 - Introduction of various philosophies and theories of art.
 - Fostering of an understanding and appreciation of the creative process.
 - Participation in the creative process with emphasis on divergent creative activities.
- Require students to attend appropriate concerts, theater productions, exhibitions, etc.

Additional Fine Arts Criteria which the course should meet:

- Fulfill the conditions set forth in this statement: "An appropriate Fine Arts curriculum for our time is one that takes as its overarching goal the building of a disposition to appreciate excellence in arts for the purpose of realizing the worthwhile experience that art at its best is capable of providing. The principle capabilities of such a disposition would be historical understanding, aesthetic appreciation and critical reflection." (from R.A. Smith, "Aesthetic Education in Modern Perspective.")
- Include where possible a writing component.

FIAR 101, INTRODUCTION TO THE ARTS

Syllabus of Record

(3c – 01 – 3cr)

I. Course Description:

This course introduces the basic concepts and significance of art, music and theater. For each of these arts, students will learn the basic elements, gain an overview of artistic styles, and be exposed to representative artworks, as well as actually experiencing and responding to arts events.

II. Course Outcomes:

Students will be able to:

- A. Define basic elements of art, music and theater in order to identify them in selected artworks.
- B. Identify the creative artists, author, composer and/or performer(s), cultural origin, genre, and function for each work in a diverse repertory chosen for the class.
- C. Experience works of art, then be able to describe and assess the works and articulate personal reactions using an informed vocabulary, including technical and/or historical terms.
- D. Analyze and practice the modes of spectatorship appropriate to a diverse range of artistic events.
- E. Discuss how different modes of artistic endeavor relate directly to the students' own identities.
- F. Evaluate the significance of the arts as they relate to contemporary living and their reflection of society.

III. Course Outline:

There are three separate art units in this course in addition to an introduction to the given areas of study on the first day of classes. After each heading, a representative (but not definitive) list of concepts, assignments and activities appear.

Introduction (6 hours)

1. Mechanics of the course
2. Introduction: overview of the arts

Unit 1(12 hours): Theater

1. What is Theater? The Audience: its role in the process: background, imagination, expectations. The Critic: background and process. The Actor: creating a role. Group Project introduced and assigned.
2. The Play and the Playwright: the foundation of the theater creation process.
3. From script to stage – the opportunity to address designers, actors, and the director in the move from script to stage.
4. The Director: the master of the creative collaboration.

5. Field trip – response to field trip/theater event due.
6. Theater today and tomorrow. Test on Theater Unit.

Unit 2 (12 hours): Art

1. Analyze and attempt to define “what is art” in our current culture. Introduce project.
2. Introduce principles and elements of art and design. Foundations for discussing visual imagery.
3. Identify artists and their various roles within a culture: Correlations of our past with art of today.
4. Explore media and materials.
5. Project due and field trip to: TBA
6. Response to field trip/exhibition due. Test on Unit 2.

Unit 3(12 hours): Music (A portion of each music class will be spent in creative performance activities as appropriate to instructor).

1. Music - Where it is and what it is
2. The creative process, listening styles, the performance event
3. Music of the concert hall
4. Music of the recital hall
5. Music of the stage and screen
6. Music of the church, social and ceremonial settings. Test on Unit 3.
7. Music event: response to field trip/music event due.

IV. Evaluation Methods

The course grade will be determined by:

600 pts: Three exams, one for each unit, each worth 200 points of final grade

150 pts: Group work/projects in each art area, group grades from each area
(50 pts from each unit towards final grade)

150 pts: Reflection papers on arts’ experiences, discussions, quizzes -
online or in class (50 pts from each unit towards final grade)

V. Grading Scale:

A= 810-900 pts; B= 720-809 pts; C= 630-719 pts; D= 540-629 pts; F= 0-539 pts

VI. Attendance Policy:

Attendance at all class meetings is essential to the students learning process. However, the IUP Attendance Policy allows for an unexcused absence equaling one summer course class. Any further unexcused absences will lower the students’ final grade for the course by one grade level for each unexcused absence. Excused absences must be secured PRIOR to the beginning of any class (by contacting the professor directly by phone or e-mail). Any student who does not attend one of the three required field trips/performance for each of the arts areas (theater, art, music) will receive an “F” for any reflection papers/discussions/quizzes for

that event, unless arrangements have been made prior to the event due to authenticated illness or emergency. In such an excused situation, the student will have to attend and respond to another event determined by the instructor.

VII. Recommended Textbook:

Sporre, Dennis J. *Perceiving the Arts: An Introduction to the Humanities*. Upper Saddle River, NJ: Pearson Prentice Hall, 2009

VIII. Special Resource Requirements:

None

IX. Bibliography:

Art: 21, Art in the Twenty-First Century. PBS Home Video, 2003-2009

Bonds, Mark Evan. *A History of Music in Western Culture*. Upper Saddle River, NJ: Pearson Prentice Hall, 2005.

Cohen, Robert. *Theatre*. New York: McGraw-Hill, 2002.

Macy, Laura, ed. *Grove Music Online*: <http://www.grovemusic.com>.

Lazzari, Margaret & Schlesier, Dona. *Exploring Art: A Global, Thematic Approach*. Belmont, CA: Thomson/Wadsworth, 2006.

Sporre, Dennis J. *Perceiving the Arts: An Introduction to the Humanities*. Upper Saddle River, NJ: Pearson Prentice Hall, 2009

Staniszewski, Mary Anne. *Believing is Seeing: Creating the Culture of Art*. New York: Penguin Books, 1995.

Titon, Jeff Todd, ed. *Worlds of Music: An Introduction to the Music of World's Peoples*. Belmont, CA: Schirmer, 2002.

Willoughby, David. *The World of Music*. New York: McGraw-Hill, 2006.

Wilson, Edwin. *The Theater Experience*. New York: McGraw-Hill, 2003.

Wilson, Edwin and Alvin Goldfarb. *Anthology of Living Theater*. 3rd ed., New York: McGraw-Hill, 2000

Wilson, Edwin and Alvin Goldfarb. *Theater: The Lively Art*. 4th ed., New York: McGraw-Hill, 2001

Section A: Details of the Course

A1) This course allows the involved departments to provide service to the Punxsutawney campus. This course is designed to meet the requirement for the 101 level in liberal studies for all students, though designed for non-majors. It is the only cross – departmental course of its kind to incorporate a multi-disciplinary approach to an introductory level class. If it should be necessary for a student who fails this course to exercise the D/F course repeat option, any one of the following courses may be substituted: ARHI 101, MUHI 101, THTR 101, DANC 102

A2) This course does not require changes of existing courses, requirements, or personnel.

A3) This course has been offered as a special topics class at the Punxsutawney campus during the summers of 2007-2009. Each year, it was offered in Summer Session “C”. The course was originally intended to accommodate up to a total of 150 students at this branch campus.

A4) This is not meant to be a dual level course.

A5) This course is not intended to be taken for variable credit.

A6) To this point, our research has revealed no other institutions with this course offering.

A7)The content of the proposed course is not required or recommended by a professional society, accrediting authority or other external agency beyond the agencies that currently accredit IUP.

Section B: Interdisciplinary Implications

B1)This course will be team taught by instructors(1 each) from each represented discipline(Visual Art, Music, and Theater). The teaching plan as outlined in the syllabus of record requires that each faculty member will each teach a “segment”.

B2) There is no conflict with the content of this proposed course and that which is offered by other departments. Since the special topics version of this course was implemented in the summer of 2007 there have been no other arts based courses offered during the academic year at the Punxsutawney campus.

B3) This course will be cross listed with Music, Theatre, and Visual Art as FIAR. These are the main components of the course. Faculty members who developed the course did so in such a manner that each discipline has the same amount of time and work load allotted. Following the structure of the syllabus of record ensures that consistency will be maintained each time the course is offered.

B4) This course is not available to the School of Continuing Education.

Section C: Implementation:

C1) Faculty resources are adequate to teach this summer course. Offering this course will not have an impact on the number of sections of the introductory level courses offered by the affected departments at the Indiana campus. Preparation and equated work load will not be a factor in this course offering, as it is only available in the summer session.

C2) At this time, the available resources for this course are marginally adequate. Each department has unique requirements that should be fulfilled to facilitate the teaching process. These requirements are listed below by department.

- Art:

Resources for hands-on activities (scissors, glue, unlined paper, etc.).

Due to the class size and nature of student involvement, a graduate student versed in the arts will be made available as the budget permits.

A dedicated teaching area for this course would be an asset.

Funding for field trips and/or class excursions will be provided by the Punxsutawney campus as the budget permits.

- **Music:**

If there is growth in this program, additional African percussion instruments will be required.

Due to the class size and nature of student involvement, a graduate student versed in the arts will be made available as the budget permits.

The current teaching space is adequate, but requires an extensive rearrangement of the furniture in the room.

A dedicated teaching area for this course would be an asset.

Library materials and lab supplies are not a concern at present. As stated above, equipment – while adequate at present – may not be in the future. Additional equipment purchases must be considered.

Funding for field trips and/or class excursions will be provided by the Punxsutawney campus as the budget permits.

- **Theater:**

- Due to the class size and nature of student involvement, a graduate student versed in the arts will be made available as the budget permits.

A dedicated teaching area for this course would be an asset.

Funding for field trips and/or class excursions will be provided by the Punxsutawney campus as the budget permits.

C3) No grant support has been or is anticipated to be provided for this course.

C4) This course is to be offered the last session of the summer semester at the Punxsutawney campus only.

C5) Three sections of this course will be offered during the second summer session.

C6) We plan to accommodate 40 students per section in this course. More than 40 students in each section will exceed the hands on resource capacity currently available.

C7) Our research has uncovered no governing societies and no comparable course offering.

C8) This course is not a distance education course.

Section D: Miscellaneous

No additional information is necessary.