

MUSC 114 Analysis of Popular Music-NewCrs-2015-09-01

Form Information

Page Naming Example: CRIM 101 Intro to Criminology-NewCrs-2015-08-10

Please direct any questions to curriculum-approval@iup.edu

*Indicates a required field

Proposer*	John Levey	Proposer Email*	jlevey@iup.edu
Contact Person*	Matt Baumer	Contact Email*	mbaumer@iup.edu
Proposing Department/Unit*	Music	Contact Phone*	72391

(A) Course Prefix*

See the Registrar's List of Unavailable Course Numbers at <http://www.iup.edu/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=129323>

MUSC

(B) Course Number*

If Dual Listed, enter both course numbers

114

(C) Course Title*

Analysis of Popular Music

(D) Course Level*

undergraduate-level

(E) Cross Listed*

Dual Listed = Courses listed at two levels, such as undergraduate and graduate, masters and doctoral, etc. Cross Listed = Course has more than one prefix such as GEOG/RGPL 233

NO

If YES, with:

(F) Variable Credit*

NO

If YES, enter the number of credits:

(G) Variable Title*

NO

If YES, enter the title(s):

(H) Number of Credits*

Credits:3

UG Class Hours:3

UG Lab Hours:0

(I) Prerequisite(s)

None

(J)
Co-requisite(s) ***This means that another course must be taken in the same semester as the proposed course***
None

(K) Additional Information ***Check all that apply. Note: Additional documentation will be required***

**** Teacher Education: Please complete the Teacher***

Education section of this form (below)

**** Liberal Studies: Please complete the Liberal Studies***

section of this form (below)

**** Distance Education: Please complete the Distance***

Education section of this form (below)

(L)
Recommended Class Size YES
Number (Enter Zero if No):30
If YES: (Check one of the following reasons and provide a narrative explanation)
Pedagogical
Explain (required):
Music theory is similar to writing or language instruction in that it requires considerable feedback and practice by students; this is impractical with more than 30 students in the classroom.

(M) Catalog Description* ***Guidelines: Do not include pre/co-requisite information here. The registrar prefers a concise description of course content, beginning with an active verb.***
Introduces active listening and the materials of Western music via contemporary popular repertoire. Covers notation, basic pitch and rhythm constructs, and analysis with and without score, as well as aspects of songwriting, production, and recording.

(N) Student Learning Outcomes* ***These should be measurable, appropriate to the course level, and phrased in terms of student achievement, not instructional or content outcomes***

If dual listed, indicate additional learning objectives for the higher level course.

Students who elect MUSC 114 will study fundamental technical elements of popular music. In particular, they will:

1. practice active listening in order to recognize and comprehend the central aural components of popular music;
2. identify and apply basic components of pitch notation, including the staff, treble clef, bass clef, and accidentals;
3. analyze the interrelationship between beat, tempo, and rhythm and assess standard simple and compound meters;
4. discuss pitch-class hierarchy, major and minor scales, diatonic modes, and concepts of key relevant to popular music;
5. classify diatonic and chromatic intervals and evaluate their deployment in melodies, bass lines, and chords;
6. interpret and model widely used harmonic progressions via analysis with Roman numerals and figured bass;
7. apply technical knowledge to broader analytical issues, such as large-scale form, text setting, and expression.

(O) Brief Course Outline*

Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar, or assignments

As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or

direct faculty instruction, there should be a minimum of two hours of out of class student work.

The course is organized in six units:

1. Pitch and Notation (6 hrs.): We will cover the staff, noteheads, piano keyboard, treble and bass clef, accidentals, great staff, and melodic motion via "classic" and progressive rock (e.g., Led Zeppelin, Genesis).
2. Beat, Meter, and Rhythm (7 hrs.): We will cover durational symbols, dots and ties, rests, simple and compound meters, tempo, syncopation, and tuplets via hardcore and G-funk hip-hop (e.g., Nas, Snoop Dogg).
3. Scales, Modes, and Keys (6 hrs.): We will cover major scales and keys, minor scales and keys, key signatures, diatonic modes, and the pentatonic scale via fifth- and sixth-generation country (e.g., The Dixie Chicks, Taylor Swift).
4. Intervals (6 hrs.): We will cover interval size, imperfect intervals, perfect intervals, intervals in diatonic contexts, and consonance and dissonance via breakbeat (big beat) and UK garage (dubstep) (e.g., The Chemical Brothers, Skream).
5. Triads and Seventh Chords (7 hrs.): We will cover triads, triad inversion, triads in diatonic contexts, seventh chords, seventh- chord inversion, and progressions via trending pop songs to be determined by sites like www.musictheory.com.
6. Form (6 hrs.): We will cover the determinants of musical form, models such as 32-bar form, verse-chorus form, and the 12-bar blues, and less common variants thereof.

Students will choose recent repertoire that they wish to investigate along these lines. The total for the course is 38 instructional hours, two 50-minute exams, and one 100-minute final exam. Unit exams will take place after units two and four.

Rationale for Proposal

(P) Why is this Course Being Proposed?*

The course is a component of the department's new certificate program in Popular Music Studies, for which there is an audition process. It may also be of interest to those studying Communications Media, Film Studies, or Interdisciplinary Fine Arts. It is likely to be an attractive elective for music students, as well. The content of the course cannot be incorporated in other music theory offerings, as popular music is essentially distinct from the Western art music that is their focus.

(Q) University Senate Summary of Rationale

Please enter a single paragraph summary/rationale of changes or proposal for University Senate.

The course is a component of the department's new certificate program in Popular Music Studies, for which there is an audition process. It may also be of interest to those studying Communications Media, Film Studies, or Interdisciplinary Fine Arts. It is likely to be an attractive elective for music students, as well. The content of the course cannot be incorporated in other music theory offerings, as popular music is essentially distinct from the Western art music that is their focus.

(R) How Does it Fit into the Departmental Curriculum?*

Check all that apply

Minor Requirement

If Other, please explain:

(S) Is a Similar Class Offered in Other Departments?*

NO

Please Provide Comment:

(T) Does it Serve the College/University Above and

YES

Beyond the Role it Serves in the Department?*

Please Provide Comment:

This course is part of the Certificate in Popular Music Studies, which is a joint program of the departments of music and communications media. It is available to students in any major by audition.

(U) Who is the Target Audience for the Course?*

Course Designed for Minor

If Other, please explain:

(V) Implications for Other Departments*

A. What are the implications for other departments?

(For Example: overlap of content with other disciplines, requirements for other programs)

None - there is not a course like this at IUP currently.

B. How have you addressed this with other department(s) involved? What was the outcome of that attempt?

This course as well as the Certificate in Popular Music Studies was reviewed by Communications Media last fall. It should have been approved prior to the approval of the certificate but was not due to an oversight.

(W) Attach Supporting Documents for Implications,

File

Modified ^

If Necessary

(X) Are the Resources Adequate?*

(i.e. faculty, space, equipment, laboratory supplies, library materials, travel funds, etc.)

YES

Please Provide Comment:

This course can be taught in our current facilities by current music theory faculty. Since it will only be taught every other year, the required commitment of faculty is low.

Distance Education Section

- Complete this section only if adding Distance Education to a New or Existing Course

Course Prefix/Number

Course Title

Type of Proposal

See CBA, Art. 42.D.1 for Definition

Brief Course Outline

Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar or assignments

As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or

direct faculty instruction, there should be a minimum of two hours of out of class student work.

Rationale for Proposal (Required Questions from CBA)

How is/are the instructor(s) qualified

in the Distance Education delivery

method as well as the discipline?

For each outcome in the course, describe

how the outcome will be achieved using

Distance Education technologies.

How will the instructor-student and

student-student interaction take place?

(if applicable)

How will student achievement be evaluated?

How will academic honesty for tests

and assignments be addressed?

Liberal Studies Section

- Complete this section only for a new Liberal Studies course or Liberal Studies course revision

Liberal Studies Course Designations (Check all that apply)

Learning Skills:

Knowledge Area:

Liberal Studies
Elective

Please mark the designation(s) that apply - must meet at least one

Expected
Undergraduate
Student

Describe how each Student Learning Outcome in the course enables students to become Informed Learners, Empowered Learners and/or Responsible Learners

Learning Outcomes
(EUSLOs)

See <http://www.iup.edu/WorkArea/DownloadAsset.aspx?id=181694>

Description of the
Required

Narrative on how the course will address the Selected Category Content

Content for this
Category

All Liberal Studies courses are required to include perspectives on cultures and have a supplemental reading.

Please answer the following questions.

Liberal Studies
courses must
include

the perspectives and
contributions

of ethnic and racial
minorities and

of women whenever
appropriate to

the subject matter.
Please explain

how this course will
meet this

criterion.

Liberal Studies
courses require the

reading and use by
students of at

least one
non-textbook work of

fiction or non-fiction
or a collection

of related articles.
Please describe

how your course will
meet this

criterion.

Teacher Education Section

- Complete this section only for a new Teacher Education course or Teacher Education course revision

Course Designations:

Key Assessments

For both new and revised courses, please attach (see the program education coordinator):

- The Overall Program Assessment Matrix
- The Key Assessment Guidelines
- The Key Assessment Rubric

File

Modified ^

Narrative Description of the

How the proposal relates to the Education Major

Required Content

For Deans Review

Are Resources Available/Sufficient for this Course?

Is the Proposal Congruent with the College Mission?

Has the Proposer Attempted to Resolve Potential Conflicts with Other Academic Units?

Comments: