

# University of Texas at Arlington

## Introduction to World Music 2300.001 Syllabus

Meeting time and place: Tuesday/Thursday 2:00-3:20pm Room 258 Fine Arts

Instructor: Dr. Michael Varner, Professor

Faculty profile:

<https://www.uta.edu/mentis/public/#profile/profile/view/id/1002/category/1>

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### **Description of Course Content:**

This course satisfies the University of Texas at Arlington Core Curriculum requirement in Creative Arts. The course will offer students an introduction to the many varied and fascinating forms of music found around the world. Through the use of sound recordings, videos, and live performers, students will have the opportunity to experience the unique qualities of each type of music. There are no prerequisites. ***The course has been structured so that no previous knowledge of music is necessary.***

### **Student Learning Outcomes:**

The student will become aware of the numerous and unique ways music mirrors a cultures needs. The student will be able to recognize basic instrument sounds, and structural components of the music systems from India, Japan, Indonesia, Africa, the America's and the Caribbean.

### **General Learning Objectives**

- **Critical thinking skills:** to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication skills:** to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Teamwork:** to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- **Social Responsibility:** to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

### **Direct learning outcomes in relation to learning objectives**

Critical thinking skills	<ul style="list-style-type: none"><li>• Students will gain familiarity with basic musical elements such as pitch, texture, rhythm, pulse, and harmony. They will be able to define and aurally recognize these elements in the unique music of the cultures studied in class.</li></ul>
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	<ul style="list-style-type: none"> <li>• Through the aural analysis of the different elements of music and their interaction, students will be able to recognize and differentiate the music of different cultures such as India, Asia, Middle East, Africa, and the Americas.</li> <li>• Through a research paper based on attending a world music event the student will develop communication, writing, and research skills in relation to culture and music.</li> </ul> <p>Learning environment:</p> <ul style="list-style-type: none"> <li>• Classroom lectures</li> <li>• Text book</li> <li>• Class discussion</li> <li>• Writing a research paper</li> <li>• Attending live world music based concerts</li> </ul> <p>Assessment method:</p> <ul style="list-style-type: none"> <li>• Listening and observational quizzes</li> <li>• Tests, given on Blackboard</li> <li>• Research paper</li> </ul>
Communication skills:	<ul style="list-style-type: none"> <li>• Through a research paper students will develop communication, writing, and research skills in relation to culture and music.</li> </ul> <p>Learning environment:</p> <ul style="list-style-type: none"> <li>• Research paper</li> </ul> <p>Assessment method:</p> <ul style="list-style-type: none"> <li>• Research paper</li> </ul>
Teamwork:	<ul style="list-style-type: none"> <li>• Through a group research paper, researching a live concert from one of the cultures studied in class, students will develop communication and research skills in relation to music and culture as well as team work participation.</li> </ul> <p>Learning Environment:</p> <ul style="list-style-type: none"> <li>• Observing a live performance</li> <li>• Research paper</li> </ul> <p>Assessment method:</p> <ul style="list-style-type: none"> <li>• Research paper</li> </ul>
Social Responsibility:	<ul style="list-style-type: none"> <li>• Students will study the impact of different cultures society on music and the impact of music on different cultures.</li> <li>• Students will observe the similarities and differences between cultures and how they view and “understand” music.</li> <li>• Students will study the social aspects that result in changes in music styles in the cultures of</li> </ul>

	<p>India, Africa, Middle East, Asia, and the Americas.</p> <p>Learning environment:</p> <ul style="list-style-type: none"> <li>• Lectures</li> <li>• Class discussions</li> <li>• Text book</li> <li>• Tests, given on Blackboard</li> <li>• Quizzes</li> <li>• Research paper</li> </ul> <p>Assessment method:</p> <ul style="list-style-type: none"> <li>• Tests, given on Blackboard</li> <li>• Quizzes</li> <li>• Research paper</li> </ul>
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**Required Text:** Excursions in World Music Nettl . . . [et al.]. SIXTH edition (comes with CD)

**Library Viewing Report:** "*Songs of the homeland*" (2 page paper)  
on reserve at UTA Art and Architecture library

### Communication

**Electronic Communication:** UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. The **official** way of communicating information is through **BLACKBOARD** and the e-mail account posted at **MyMav**. **You are required to check at least twice a week BLACKBOARD and your UTA e-mail. I do not establish communication to hot-mails.**

### Blackboard

This is a web-based information, assignment and assessment platform. This platform will be used during the semester for providing information, class materials, announcements, assignments and quizzes. There is no cost to use UTA Blackboard. You can access it at: <http://www.uta.edu/blackboard/>  
In the BLACKBOARD Student Resources sections you will find tools and information to use the system. **It is the responsibility of the student to become familiar with this system.**

### Assignments:

Reading/listening/viewing assignments will be found online at **Blackboard**. Please check there regularly to stay informed about assignments and class discussions.  
<http://www.uta.edu/blackboard/index.php>

The “short paper is a more prose “observation report” of 2 pages in length over a video on reserve in the Art/architecture library. **The paper must follow the format given in “report guidelines.”** *The short paper* is practice and feedback on the “final paper” in which you view a live event.

***GROUP RESEARCH PAPER details:***

- The project will take the form of a research paper produced by a team of students. It is based on observation, interviews, weblinks, details from the text and lectures. The paper will allow students to develop a team-work approach while discovering details of culture through attending a live event.
- The group research paper must be on a **live music** event you attend and analyze "first hand." The event **MUST** be from one of the areas we study in the class and attended this semester.
- Each student is responsible for integrating into a group of 4-8 students.
- A member of the group must submit the names of the members and their college affiliation (ex: school of Nursing, Liberal Arts, Honor’s College). Students not integrated into a group by the deadline will be assigned by the instructor.
- The group will discuss which live event to attend and will submit the event for approval from the instructor.
- The paper will be a maximum of 3000 words
- The paper must follow a recognized writing style such as “The Chicago Manual of style” In case of doubt, contact the UTA writing center.
- The paper will be submitted with the help of Blackboard’s SafeAssign
- No more than 10% of direct quotations will be allowed in the paperw. The Paper should not be an exercise in “copying and pasting.”
- Font size: no smaller than 11 point font
- Line spacing: use 1.5 line spacing
- Margins: use 0.75 inches minimum on all sides

See the handout “*Ethnomusicology and Musical Collecting Techniques*.” Papers must be a **minimum** of 6 pages long, in prose, and cover appropriate details derived from text, lectures etc. See Report guidelines. Pictures can be included but cannot count toward the 6 page minimum. **Both Papers will be turned in to Blackboard and must be submitted in .PDF format so that I can see your correct formatting.** Due dates are indicated in the Course schedule. Late papers will be accepted until the end of the day, and graded one full letter grade down. After this point, late papers will not be accepted for credit.

**SIGNATURE ASSIGNMENT PAPER**

Students need to complete a research paper. This project takes the form of a paper produced by team of students. It is based on observing, analyzing, comparing, and contrasting music heard at a live world music event held during the semester. The task will focus on analysis of elements (historical, musical, and social), and the discovering of existing links. The paper will also allow students to develop team-working skills. **More detailed information about this paper is found in the appendix to the syllabus.**

**Class Schedule/assignment dates:** (dates subject to change with notice)

Subject	Lecture dates	Assignment/test	Due date	Read:	Points
Introduction	WEEK 1	<i>Login to Blackboard</i>	WK 1	Chapter 1	
Music of India	WEEK 2,3,4			Chapter 2	
		<b><i>Test #1</i></b>	2-9		100
Music of Japan	WEEK 5,6			Chapter 5	
		<b><i>Test #2</i></b>	2-25		100
Music of Indonesia	WEEK 7,8			Chapter 6	
		<b><i>Test #3</i></b>	3-10		100
Spring Break	*****	*****	****	*****	*****
Music of Africa/middle east	WEEK 9,10,11,12			Chapter 7 & 3	
		<b><i>Test #4</i></b>	4-12		100
Music of America/Caribbean	WEEK 13,14,15			Chapter 9 & 10	
		<b><i>Short 2 page paper</i></b>	4-21		50
		<b><i>Final 6 page paper</i></b>	5-5		232
		<b><i>Test #5 (final)</i></b>	5-10		100
		<b><i>Drop the lowest test score</i></b>			-----
		<b><i>Any extra credit</i></b>	5-5		++++
				Total points:	682

**There is no comprehensive final. Test #5 (American and Caribbean) (100 pts) will be open during the final exam time:5-5 2:00**

Your Final grade is based upon cumulative scores from all listening assignments, papers, tests, class participation and extra credit. The class has 5 tests and I will drop the lowest test grade for your final total. **All regularly scheduled tests will be given on Blackboard** and comprise of multiple choice, true/false, or completion questions and some listening identification taken from the CD's accompanying the text. Materials covered on test are derived from lectures, in-class videos/recordings, and handouts. The online tests will be timed tests. More details in class. **Makeup exams will not be necessary since there will be a window of time for you to take the test. However, if a makeup exam is required it will be essay.**

## EXPECTATIONS FOR OUT-OF-CLASS STUDY

A general rule of thumb is this: for every credit hour earned, a student should spend 3 hours per week working outside of class. Hence, this course has minimum expectation of 9 hours of reading, study, etc.

### Attendance:

**Attendance:** At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. Being in class to hear musical examples, lectures, and explanations is imperative. Attendance is taken and excessive absences will affect your grade. Excused absences include: illness (must submit proof from doctor or clinic at first attendance following absence); university excused absences; death of a family member.

### Extra Credit:

Numerous opportunities to earn extra credit points will be mentioned in class. Generally these will be written reviews of recommended videos or live events. *Maximum extra credit available is 34 pts. (half a final letter grade).*

### Final Grades:

***Tests and assignments make 2/3 of the final grade. Final paper is 1/3 of the final grade***

614-682	= A (90%-100%)
546-613	=B (80%-89.9%)
447-544	=C (70%-79.9%)
409-446	=D (60%-69.9%)
408>	=F (00%-59.9%)

## HONOR CODE

Students enrolled in this course are expected to follow the UTA Honor Code:

*I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence. I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

### Student Support Services Available:

The University of Texas at Arlington supports a variety of student success programs to help you connect with the University and achieve academic success. These programs include learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at 817-272-6107 for more information and appropriate referrals.

### Academic Integrity:

It is the philosophy of The University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic

dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. "Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts." (Regents' Rules and Regulations, Series 50101, Section 2.2)

**ADA (American with Disabilities Act):**

"If you require an accommodation based on disability, I would like to meet with you in the privacy of my office the first week of the semester to be sure you are appropriately accommodated".

The University of Texas at Arlington is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 - The Rehabilitation Act of 1973 as amended. With the passage of federal legislation entitled *Americans with Disabilities Act (ADA)*, pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

As a faculty member, I am required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels. Information regarding specific diagnostic criteria and policies for obtaining academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability). Also, you may visit the Office for Students with Disabilities in room 102 of University Hall or call them at (817) 272-3364.

**Title IX:** *The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit [uta.edu/eos](http://uta.edu/eos). For information regarding Title IX, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX).*

**Drop Policy:** Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://www.uta.edu/ao/fao/>).

**Student Feedback Survey:** At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory shall be directed to complete a Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

**Final Review Week:** A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**Emergency Exit Procedures:** Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is located out the door, to the left, take the first hallway left, and walk down the stairs.

When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

**Student Support Services:** UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to [resources@uta.edu](mailto:resources@uta.edu), or view the information at <http://www.uta.edu/universitycollege/resources/index.php>

### **WRITING CENTER**

The Writing Center, 411 Central Library, offers individual 40 minute sessions to review assignments, *Quick Hits* (5-10 minute quick answers to questions), and workshops on grammar and specific writing projects. Visit <https://uta.mywconline.com/> to register and make appointments. For hours, information about the writing workshops we offer, scheduling a classroom visit, and descriptions of the services we offer undergraduates, graduate students, and faculty members, please visit our website at [www.uta.edu/owl/](http://www.uta.edu/owl/).

## **APPENDIX**

### **World Music 2300**

#### **Signature Assignment Paper**

#### ***Analyzing music heard at a live world music event***

#### **Project Description**

This project takes the form of a paper produced by team of students. It is based on observing, analyzing, comparing, and contrasting music heard at a live world music event held during the semester. The task will focus on analysis of elements (historical, musical, and social), and the discovering of existing links. The paper will also allow students to develop team-working skills.

#### **The event**

Students will choose an appropriate world music event to attend, held during the semester in class. The Event should be live, accessible to all members of the group, and representing one of the world music areas studied in class. The choice is free within the following requirements:

#### **Sections of the Paper**

##### **Title**

This must include the title, date and location of the live event, the titles of the pieces to be analyzed, and name of the members of the team

##### **Abstract / Introduction**



In this section students should briefly describe the event, the methods used to analyze them, the main findings of the analysis, and potential links found between the compositions. This section should not be longer than 200 words.

### **Analysis**

It will consist on three sections:

#### **Cultural/Historical/Contextual Elements**

Teams will provide relevant information of the elements surrounding the event. These include but are not limited to: characteristics of the style, historical period, information about composers, performers, etc.

#### **Musical Analysis**

Students will analyze the pieces performed at the event focusing on at least two of the following elements: melody, rhythm, harmony/mode, texture, tempo, articulation, dynamics, and instrumentation.

Students must analyze the form of the pieces providing charts of the different sections (as those used in class) including the following information: location (timings) of the sections, description of the musical elements in the different sections arguments to justify the form (sections, and labeling of the different sections.

#### **Social Impact**

Students will conjecture about the role of these pieces in society. The teams will analyze the role of the pieces in their respective place in the culture

### **Comparison/Contrasting of the Pieces**

In here students will develop their compare/contrast component of the project, establishing possible links (historical, musical or social) between discussion/study in class and the actual live event.

### **Conclusions**

Final thoughts where the team will consider the implications of the analysis made.

### **Bibliography**

Students need to indicate their sources (at least 5 printed sources).

## **Mechanics of the Project and Deadlines**

### **1. Forming the groups (deadline: week 2)**

- The instructor will create the groups but will offer some room for adjustments. Groups of around 8 students each will be finalized by the deadline.

### **2. Selection and submission of pieces (deadline: week 4)**

- Within the team students propose, discuss, and select the event
- Events are submitted for approval to the instructor (through Blackboard)

- The submission should including URL information of the event
- If the event is not approved by the instructor then the students will select a new event until the one is approved.
- It is in the interest of the team to begin the process as soon as possible in order to meet the deadline of having the event approved.

### 3. Organizing the work

- As soon as the pieces are approved students can begin the work.
- Team-work is part of assessment. Teams are responsible for organizing meetings, division of tasks, and all the work inside the group.
- Teams should adhere to the format guidelines given below.

### 4. Submission (deadline: week 13)

- Projects will be submitted in *Blackboard*.
- Despite that the paper is produced as group, the submission will be done individually (each student will submit the WHOLE paper, not only their individual participation).
- Each student will also submit the *Team Member Critique Sheet* (see assessment rubrics).

### Format

- The length of the paper will have a maximum of 3000 words.
- Please use academic relevant sources. Online sources are allowed but students should consult at least five printed sources.
- In case you use online sources try to stay with academically sound sources such as *The Grove/Oxford Music Online* (available at the UTA Databases: <http://www.uta.edu/library/databases/index.php>), the *Encyclopædia Britannica* (<http://www.britannica.com/>).
- The paper must follow any recognized writing style such as *The Chicago Manual of Style* (relevant in the case of quotations, footnotes, endnotes, abbreviations, etc.). In case of doubt, contact the UTA Writing Center (<http://www.uta.edu/owl/>).
- The paper must adhere to the guidelines of the UTA Academic Integrity (<http://www.uta.edu/conduct/academic-integrity/index.php>).
- The paper will be submitted with the help of *Blackboard's SafeAssign* (<http://www.uta.edu/blackboard/students/course-faq.php>).
- The paper should not be an exercise in 'copying and pasting'. No more than 10% of direct quotations will be allowed in the paper. Beyond this point there will be an impact in the assessment.
- Font Size: no smaller than 11 point font

- Line Spacing: use 1.5 line spacing

### Assessment: Grading

The paper will assess 4 areas (each area 0-5 points) as follows:

	<b>Communication Skills</b>	<b>Critical Thinking Skills</b>	<b>Social Responsibility</b>	<b>Team Work Competency</b>
Excellent	5	5	5	5
Good	4	4	4	4
Competent	3	3	3	3
Marginal	2	2	2	2
Poor	1	1	1	1
Very poor	0	0	0	0

### Assessment: Rubrics<sup>1</sup>

#### COMMUNICATION SKILLS COMPETENCY

Competency Statement: Students will demonstrate effective written, oral, and visual communication.

Description of Assignments: Assignments to be assessed for the communication competency would require students to present a grammatically correct essay or speech effectively organized with an introduction, conclusion, thesis statement, supportive reasoning, and appropriately documented evidence.

Definitions of Concepts

1. Focus – is the extent to which the content of the essay/presentation corresponds to the thesis statement. In other words, good focus means that the thesis statement drives the whole document. Each section, then, focuses on presenting and arguing the thesis statement with logical reasoning, supportive evidence, and correct documentation.
2. Organization – relates to the order in which ideas are presented in support of the thesis statement. The introduction, body, and conclusion are developed in a logical, sequential order with clear transitions, and evidence is organized within each section. An artifact with good development includes supportive reasoning and evidence that *build* on each other as the document unfolds.
3. Assignment's Requirements – relate to what the instructor has set forth in the assignment. A communications artifact can be delivered well in all aspects and not respond to the assignment.
4. Style – is the way in which words and sentences are put together. It involves word choice, sentence structure, and tone appropriate for the rhetorical situation. Different

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<sup>1</sup> These rubrics are partially based on the following documents:

General Education Competency Information published by Amarillo College

([http://www.uta.edu/provost/core-curriculum/assets/AC%202012-](http://www.uta.edu/provost/core-curriculum/assets/AC%202012-2013%20General%20Education%20Competency%20Information.pdf)

[2013%20General%20Education%20Competency%20Information.pdf](http://www.uta.edu/provost/core-curriculum/assets/AC%202012-2013%20General%20Education%20Competency%20Information.pdf)), and

Core Course Assessment Plan, Creative Arts Component, University of Texas San Antonio.

styles can be effective in different genres; however, any style in academic communication should demonstrate control of sentence-level errors such as grammar problems, misspellings, improper use of punctuation, etc.

### Communication Skills Rubric

Point Value	Detailed Description of Point Assessment	Simple Explanation
5	<p>A paper scoring a 5 demonstrates the following:</p> <ul style="list-style-type: none"> <li>• Focus: Includes all elements that build upon the thesis</li> <li>• Organization: Has an effectively creative pattern of development</li> <li>• Assignment's Requirements: Enhances the assignment</li> <li>• Style: Has a flair for style with sustained grammatical accuracy</li> </ul>	excellent
4	<p>A paper scoring a 4 demonstrates the following:</p> <ul style="list-style-type: none"> <li>• Focus: Includes all elements that effectively support the thesis</li> <li>• Organization: Has a clear and consistent pattern of development</li> <li>• Assignment's Requirements: Responds clearly to the assignment</li> <li>• Style: Has an effective style for the rhetorical situation with few interfering sentence-level errors</li> </ul>	good
3	<p>A paper scoring a 3 demonstrates the following:</p> <ul style="list-style-type: none"> <li>• Focus: Has a clear thesis but one or two digressive or unsupportive elements</li> <li>• Organization: Has a few minor problems (missing transition, short introduction and/or conclusion, etc.)</li> <li>• Assignment's Requirements: Meets the assignment's requirements</li> <li>• Style: Has an inconsistent style and/or sentence-level errors, but meaning is not compromised</li> </ul>	competent
2	<p>A paper scoring a 2 demonstrates the following:</p> <ul style="list-style-type: none"> <li>• Focus: Involves a missing thesis and/or insufficient support</li> <li>• Organization: Involves missing transitions, introduction, and/or conclusion</li> <li>• Assignment's Requirements: Ignores several requirements</li> <li>• Style: Has an obstructive style and/or contains sentence-level errors that begin to hoard the reader's attention</li> </ul>	marginal
1	<p>A paper scoring a 1 demonstrates the following:</p> <ul style="list-style-type: none"> <li>• Focus: Involves a missing thesis, no support, and/or plagiarized evidence</li> <li>• Organization: Rambles from one thing to another with no attempt at a consistent development</li> <li>• Assignment's Requirements: Does not meet the majority of</li> </ul>	poor

- requirements
  - Style: Has an offensive style and/or includes sentence-level errors that are glaring throughout the paper and meaning is lost
  - Vocal Delivery (if oral presentation): Is obviously unrehearsed in its delivery
  - Nonverbal (if oral presentation): Is read and mannerisms distract
- 0 A paper scoring a 0 does not reach the characteristics described above extremely poor

## **CRITICAL THINKING SKILLS COMPETENCY**

Competency Statement: Students will engage in creative and/or innovative thinking, inquiring analysis, evaluation, synthesis of information, organizing concepts, and constructing solutions.

Description of Assignments : Examples may include, but are not limited to: research, lab reports, writings, video compilations or presentations which include analysis, musical compositions, analysis/solutions of problems/case studies, use of Scientific Method, prototype designs, sequencing formularies, justification of results, and explanation of reasoning. These assignments can be completed by an individual or in a group environment.

### **Definitions of Concepts**

1. Inquiry – A close examination or interpretation of a matter. Critical inquiry may involve the analytical interpretation of evidence and arguments. Interpretive inquiry may include an investigation into alternative points of view. Brainstorming methods or novel and untested solutions to a problem can be a part of the inquiry process.
2. Analysis – A critical examination of explanations and problem-solving methods. Analysis involves the ability to dissect, fully understand, and explain individual ideas. Analysis can also be used innovatively by pinpointing problem-solving methods found through the examination of a problem, task, etc.
3. Synthesis –Interlacing individual argument components so that a meaningful, coherent whole can be formed. Synthesis can use logical deductions to form scientific/mathematical arguments. Synthesis can also be used to effectively present a new or existing concept.
4. Product – The result produced by using evidence to form a coherent conclusion or the result produced by taking an innovative approach to a given task. The product is the end result and as such should either supply a coherent conclusion, solution, and/or product based on evidence or should use innovation to form a new and well-structured conclusion, solution, and/or product.

### **Critical Thinking Rubric**

Point Value	Detailed Description of Point Assessment	Simple Explanation
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5	<p>A paper scoring a 5 consistently demonstrates the following:</p> <ul style="list-style-type: none"> <li>• Inquiry: An exceptional examination of a matter through the interpretation of evidence, instructions, problems, tasks, etc.</li> <li>• Analysis: Identifies and presents exceptional explanations of complex analyses OR identifies and promotes novel or alternative problem-solving methods.</li> <li>• Synthesis: Identifies, organizes, and evaluates exceptional arguments OR presents well connected and holistically transformed ideas into original concepts.</li> <li>• Product: Follows the evidence to present unambiguous conclusions, solutions, and/or products OR transforms the evidence/takes an innovative approach to a task to present innovative and novel conclusions, solutions, and/or products.</li> </ul>	excellent
4	<p>A paper scoring a 4 demonstrates the following:</p> <ul style="list-style-type: none"> <li>• Inquiry: A thorough examination of a matter through the interpretation of evidence, instructions, problems, tasks, etc.</li> <li>• Analysis: Identifies and presents thorough explanations of complex analyses OR identifies novel or alternative problem-solving methods.</li> <li>• Synthesis: Identifies, organizes, and evaluates thorough arguments OR presents obviously connected ideas.</li> <li>• Product: Follows the evidence to present unambiguous conclusions, solutions, and/or products OR transforms the evidence/takes an innovative approach to a task to present innovative and novel conclusions, solutions, and/or products</li> </ul>	good
3	<p>A paper scoring a 3 demonstrates the following:</p> <p>Inquiry: An accurate examination of a matter through the interpretation of evidence, instructions, problems, tasks, etc.</p> <p>Analysis: Identifies and presents accurate explanations of complex analyses OR identifies appropriate problem-solving methods.</p> <p>Synthesis: Identifies, organizes, and evaluates accurate arguments OR presents connected ideas.</p> <p>Product: Follows the evidence to present mostly unambiguous conclusions, solutions, and/or products OR effectively uses the evidence/effectively approaches a task to present conclusions, solutions, and/or products.</p>	competent
2	<p>A paper scoring a 2 demonstrates the following:</p> <ul style="list-style-type: none"> <li>• Inquiry: An incomplete examination of a matter through the interpretation of evidence, instructions, problems, tasks, etc.</li> <li>• Analysis: Identifies and presents incomplete explanations of complex analyses OR identifies inadequate problem-solving methods.</li> <li>• Synthesis: Identifies, organizes, and evaluates incomplete arguments OR presents weakly connected ideas.</li> <li>• Product: Somewhat follows the evidence to present</li> </ul>	marginal

unambiguous conclusions, solutions, and/or products OR somewhat uses the evidence/takes a somewhat effective approach to a task to present conclusions, solutions, and/or products.

- |   |   |                |
|---|---|----------------|
| 1 | A paper scoring a 1 demonstrates the following:   | poor           |
|   | <ul style="list-style-type: none"><li>• Inquiry: No examination of a matter through the interpretation of evidence, instructions, problems, tasks, etc.</li><li>• Analysis: Does not identify or present explanations of complex analyses OR does not identify appropriate problem-solving methods.</li><li>• Synthesis: Offers no examination of arguments OR fails to connect ideas.</li><li>• Product: Does not follow the evidence to present unambiguous conclusions, solutions, and/or products OR does not use the evidence/take an effective approach to a task to present novel conclusions, solutions, and/or products.</li></ul> |                |
| 0 | A paper scoring a 0 does not reach the characteristics described above  | extremely poor |

## TEAMWORK COMPETENCY

Competency Statement: Students will demonstrate the ability to work effectively with others to support a shared purpose or goal and consider different points of view.

Description of Assignments: Teamwork artifacts must demonstrate the quality of the teamwork process rather than the end result. Artifacts must also demonstrate evidence of an individual's contribution and interaction within a team. As such, a team member will complete a self evaluation and also complete an evaluation of each group member's performance.

The "Team Member Critique Sheet" will be provided to all instructors as the means to assess individual teamwork characteristics. The critique sheet specifically guides students to evaluate the degree to which each group member exhibits team member characteristics. The critique sheet uses a numerical rating system and also requires students to provide a qualitative assessment for each member within a group. The critique sheet can be modified, as needed, to meet an individual instructor's needs (e.g. adding a row that evaluates the degree to which a group member followed proper safety procedures.) Each submitted group of critique sheets that assess a student who meets the operational definition criteria will count as a separate artifact. The instructor can use the form to provide his/her evaluation of the student, but critique sheets that are submitted as artifacts should only be those completed from a student's perspective.

### Definitions of Concepts

1. Contribution – The degree to which each student provides materials or skills that are integral to the group's ability to complete the given assignment. Contribution assesses what the student provides the group in the form of materials, effort, and/or leadership. The evaluation of leadership skills is dependent on the nature of the instructor's assignment as some assignments will contain pre-set or alternating leadership roles.
2. Cooperation –The skills and attitudes necessary for successful group interaction and the successful formation of finalized ideas and plans of action in the group environment.

Cooperation assesses attitude, information sharing, acknowledgment of a shared purpose, and problem solving techniques.

3. Self Management – The manner in which a group member conducts his/her personal business. Self management assesses a student’s work ethic, ability to meet deadlines, ability to prioritize projects, and ability to focus on the task at hand.

### Team Work Competency Rubric

Point Value	Detailed Description of Point Assessment	Simple Explanation
5	<p>An paper scoring a 5 consistently demonstrates the following:</p> <ul style="list-style-type: none"> <li>• Contribution: Contributes work/ideas that are above the quality or quantity of work/ideas required OR takes the initiative to be a good leader by assisting in the delegation of group activities and guiding the group to assure that the end product is complete and of high quality.</li> <li>• Cooperation: Exhibits a positive attitude toward the assigned project, all individually assigned tasks, and all group members. Engages in effective information sharing through the discussion of ideas, active listening, and takes strides to avoid monopolizing the group process. Accepts that all group members have a shared purpose and that alternative viewpoints are just as valid for consideration as one’s personal ideas. Actively seeks ways to avoid or solve problematic situations within the group environment.</li> <li>• Self Management: Demonstrates an excellent work ethic by meeting all deadlines, prioritizing personal projects, and fully focusing on all assigned tasks.</li> </ul>	excellent
4	<p>An artifact scoring a 4 demonstrates the following:</p> <p>Contribution: Contributes quality work/ideas that meet the assignment’s requirements OR effectively fulfills any assigned leadership role and shows a willingness to assist others.</p> <p>Cooperation: Exhibits a generally positive attitude toward the project, assigned tasks, and group members. Is interested in discussing ideas and listening to the ideas of others. Does not cause problematic situations within the group environment.</p> <p>Self Management: Demonstrates a good work ethic by meeting all deadlines, prioritizing personal projects, and generally focusing on all assigned tasks.</p>	good
3	<p>A paper scoring a 3 demonstrates the following:</p> <ul style="list-style-type: none"> <li>• Contribution: Contributes work/ideas that meet the group’s baseline expectations OR completes all assigned tasks, but does not show a willingness to assist others.</li> <li>• Cooperation: Exhibits an acceptable attitude toward the project, assigned tasks, and group members. Offers few ideas or can at times monopolize the sharing of ideas (too little or too much) and may not fully buy into alternative viewpoints.</li> </ul>	competent



- Does not cause problematic situations within the group environment.
- Self Management: Demonstrates a fair work ethic by meeting all final deadlines (group pre-set deadlines for completion may/may not have been met), prioritizing personal projects enough to meet the final deadline, and having enough focus to not distract other group members from the task at hand.
- 2 An paper scoring a 2 demonstrates the following: marginal
- Contribution: Contributes work/ideas that are of low quality or less quantity than what was expected OR needs constant prodding to complete individual tasks.
  - Cooperation: Does not always exhibit an acceptable attitude toward the project, assigned tasks, and group members OR does not always effectively engage in information sharing/acknowledging a shared purpose. Causes some problems within the group environment.
  - Self Management: Demonstrates a deficiency in work ethic by either not meeting a deadline, showing poor prioritization that interrupts the group's ability to complete tasks, OR possesses a lack of focus that is distracting to others.
- 1 An paper scoring a 1 demonstrates the following: poor
- Contribution: Did not contribute work/ideas OR complete any assigned tasks.
  - Cooperation: Exhibits a hostile attitude toward the project, assigned tasks, and group members OR a hostile and/or know-it-all attitude during information sharing. Causes many problems within the group environment.
  - Self Management: Did not meet any deadlines, hampered the group's ability to complete the overall project, and/or demonstrates no focus.
- 0 A paper scoring a 0 does not reach the characteristics described above extremely poor

### TEAM MEMBER CRITIQUE SHEET

Student Name \_\_\_\_\_ Date \_\_\_\_\_

Project Title \_\_\_\_\_ Course \_\_\_\_\_

#### INSTRUCTIONS:

· Circle a **rating** for each team member (including yourself) and **provide a rating justification** for each team member.

Team Member's Name and Rating Justification (Please Print)	Contribution Rating <i>Low (0) High (5)</i>	Cooperation Rating <i>Low (0) High (5)</i>	Self-Management Rating <i>Low (0) High (5)</i>
Your Name:	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

Rating Justification:			
Team Member Name:	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Rating Justification:			
Team Member Name:	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Rating Justification:			
Team Member Name:	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Rating Justification:			
Team Member Name:	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Rating			

<b>GROUP CHARACTERISTIC KEY– Use Key to Help with Team Member Ratings/Justification</b>			
<b>RATING</b>	<b>CONTRIBUTION</b>	<b>COOPERATION</b>	<b>SELF MANAGEMENT</b>
<b>Does Not Meet Any Expectations</b>	Made no contributions to the group's work and decisions OR did not lead or take direction within the group	Not respectful of group members, dominates the project, consistently rejects other group member's ideas, fails to acknowledge the group's shared purpose, and causes problematic situations	Was absent or late for meetings, did not present relevant ideas/materials, did not submit work on time, and/or did not stay on task during group meetings or work sessions
<b>2- Meets Few Expectations</b>	EXHIBITS MIXTURE OF CHARACTERISTICS BETWEEN RATING OF 1 & 3		
<b>3- Meets Expectations</b>	Adequately contributed to the group's work and decisions OR adequately fulfilled the role that the student was assigned within the group project	Respectful of other group members, listens to the ideas of others, acknowledges the group's shared purpose, and did not cause problematic situations	Adequately prepared for meetings, presented some relevant ideas/materials, submitted the work by the absolute deadline, and generally stayed on task during meetings
<b>4- Exceeds Some Expectations</b>	EXHIBITS MIXTURE OF CHARACTERISTICS BETWEEN RATING OF 3 & 5		
<b>5- Exceeds All Expectations</b>	Made contributions that were instrumental to the group's success and planning process OR took the initiative to be a good leader	Respectful of other group members, integrates the ideas of other group members into their own ideas, embraces the group's shared purpose, and sought ways to avoid problematic situations	Always well prepared for meetings, presented good ideas and abundant materials, always met all deadlines, and was always task-oriented during meetings

## **SOCIAL RESPONSIBILITY COMPETENCY**

Competency Statement: Students will demonstrate the ability to evaluate cultural, social and historical issues, and how they affect the development music around the world, including concepts such art in music and impact of music in individuals and societies.

Description of Assignments: Assignments to be assessed may include research papers which demonstrate appropriate understanding and knowledge of impact of art in society or the function of art as a ‘mirror’ of society. Examples include (but are not limited to):  
 Relevant writing and research assignments  
 Participation in community engagement projects with linked assessment  
 Serving as peer mentor / tutor with reflection on experience

#### Definitions of Concepts

1. Impact of art (music) in society – A review of how music impacts society.
2. Impact of society in art (music) – A review of how society impacts music.

#### **Social Responsibility Rubric**

Point Value	Detailed Description of Point Assessment	Simple Explanation
5	A paper scoring a 5 consistently demonstrates the following: <ul style="list-style-type: none"> <li>• Impact of music in society: sophisticated understanding of the role of music in society not as a secondary and cosmetic object but rather as an omnipresent element of each culture.</li> <li>• Impact of society in music: sophisticated understanding of how changes in societies have resulted in changes on the characteristics of the music associated with a specific culture.</li> </ul>	excellent
4	A paper scoring a 4 consistently demonstrates the following: <ul style="list-style-type: none"> <li>• Impact of music in society: understanding of the role of music in society not as a secondary and cosmetic object but rather as an omnipresent element of each culture.</li> <li>• Impact of society in music: understanding of how changes in societies have resulted in changes on the characteristics of the music associated with a specific culture.</li> </ul>	good
3	A paper scoring a 3 consistently demonstrates the following: <ul style="list-style-type: none"> <li>• Impact of music in society: awareness of the role of music in society not as a secondary and cosmetic object but rather as an omnipresent element of each culture.</li> <li>• Impact of society in music: awareness of how changes in societies have resulted in changes on the characteristics of the music associated with a specific culture.</li> </ul>	competent
2	A paper scoring a 2 consistently demonstrates the following: <ul style="list-style-type: none"> <li>• Impact of music in society: limited awareness of the role of music in society not as a secondary and cosmetic object but rather as an omnipresent element of each culture.</li> <li>• Impact of society in music: limited awareness of how changes in societies have resulted in changes on the characteristics of the music associated with a specific culture.</li> </ul>	marginal
1	A paper scoring a 2 consistently demonstrates the following: <ul style="list-style-type: none"> <li>• Impact of music in society: lack of awareness of the role of music in society not as a secondary and cosmetic object but</li> </ul>	poor

rather as an omnipresent element of each culture.

- Impact of society in music: lack of awareness of how changes in societies have resulted in changes on the characteristics of the music associated with a specific culture.

0	A paper scoring a 0 does not refer to the aspects of music and society.	extremely poor
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