University of Texas at Arlington
Music Appreciation   MUSI 1300-002   Fall 2018

Meeting time: **T-Th 11:00 to 12:20**
Room: **UH 108**
Instructor: **Dr. Sergio Espinosa**
Faculty profile
https://www.uta.edu/profiles/sergio-espinosa
Office: **FA 304-A**
Office Hours: **T-Th 9:30 to 10:50 or by appointment**
Telephone: **(817) 272-2445**
E-mail: **espinosa@uta.edu**

COURSE DESCRIPTION
This course satisfies the University of Texas at Arlington Core Curriculum requirement in Creative Arts. The purpose of this course is to develop music appreciation and listening skills through the study and analysis of the history and stylistic development of Western Classical Music.

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

LEARNING OUTCOMES IN RELATION TO LEARNING OBJECTIVES

Objective: Critical Thinking Skills

Outcome
- Students will gain familiarity with basic musical elements such as pitch, texture, rhythm, beat, meter, etc. They will be able to define and aurally recognize these elements.
- Through the aural analysis of the different elements of music and their interaction, students will recognize and differentiate musical forms such as concerto, fugue, sonata, symphony, etc.
- Through the aural analysis of the different elements of music and their interaction, students will recognize and differentiate musical styles such as baroque, classical, romantic, etc.

- Through the aural analysis of the different elements of music and their interaction, students will recognize some works from composers such as Chopin, Smetana, Tchaikovsky, etc.
- Through a research paper, students will use communication and research skills in relation to music, as well as team-work participation.

Learning Venue	• Lectures • Class discussions • Research paper
Assessment Method	• Quizzes • Tests • Research paper

Objective: Communication Skills

Outcome	• Through a research paper, students will use communication and research skills in relation to music.
Learning Venue	• Research paper
Assessment Method	• Research paper

Objective: Team Work

Outcome	• Through a research paper, students will use team-work participation.
Learning Venue	• Research paper
Assessment Method	• Research paper

Objective: Social Responsibility

Outcome	• Students will study the impact of society on music and the impact of music in society. • Students will study the social aspects that resulted in changes in musical styles such as baroque, classical, romantic, etc.
Learning Venue	• Lectures • Class discussions • Research paper
Assessment Method	• Test • Quizzes • Research paper

TEXTBOOK/MATERIALS
==No book is required for this class.== Students have access to materials for the course in **UTA Blackboard**. However, in the case that a student desires to complement the lectures with a textbook, there are many "Music Appreciation" books (with little variations between them) that would be adequate (if advice is needed on selecting a book please contact the instructor). Here are just some of the many possibilities for a book:

- Hoffer, Charles: *Music Listening Today*. Cengage Advantage Books (any edition).
- Kamien, Roger: *Music an Appreciation*. McGraw Hill (any edition).
- Bonds, Mark Evans: *Listen to This*. Prentice Hall (any edition).

BLACKBOARD AND INTERNET ACCESS DEVICES
"BLACKBOARD" 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 Section, you will find tools and information to use the system. **It is the responsibility of the student to become familiar with this** system.
==Students are required to attend classes with an electronic device that allows them to access Blackboard.== **Pop-quizzes will be administered during class using 'Blackboard'.**

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. However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients "begin attendance in a course." UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients.

For this specific class the attendance policies are these:

- Attendance and professional behavior are expected in this class. <mark>There will be many ways to take attendance: at beginning middle or end of the class or with the use of 'Pop-quizzes'.</mark> **Unexcused absences will impact greatly your grade.**
- Some examples of unexcused absences are: alarm clock not functioning, car troubles, illness without a doctor's note, etc. For these instances, students will be **allowed two unexcused absences during the semester**.
- In the event of a medical or personal emergency, please inform me by e-mail as soon as possible. **Depending on the type of emergency <u>I will decide</u> if the absence is 'excused' or 'unexcused'.**
- The following table describes the impact of unexcused absences:

3rd unexcused absence	2 point of your final grade
4th unexcused absence	3 point of your final grade
5th unexcused absence	5 points of your final grade
6th unexcused absence	7 points of your final grade
7th unexcused absence	9 points of your final grade
8th unexcused absence	11 points of your final grade
9th unexcused absence	13 points of your final grade
10th unexcused absence	15 points of your final grade
11th unexcused absence	20 points of your final grade
12th unexcused absence	23 points of your final grade
13th unexcused absence	25 points of your final grade
14th unexcused absence	automatic F

PARTIAL ATTENDANCE (TARDY)
- If a student arrives late he/she can still receive Partial Attendance credit (Tardy) provided the student arrives no later than 15 minutes after the beginning of the class.
- Students not attending at least 30 minutes of each class will not receive even partial attendance for that class.
- **Three instances of tardiness will equal one unexcused absence.**

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, a 3-credit course might have a minimum expectation of 9 hours of reading, study, etc. Students enrolled in this course will need to watch documentaries at home.

ELECTRONIC 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. Information about activating and using MavMail is available at http://www.uta.edu/oit/cs/email/mavmail.php.
In addition, for this class, the official way of communicating information is trough 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.

GRADING
Grading will be a combination of exams, graded assignments, research paper, short quizzes and pop-quizzes as follows:

Exams	80%
Quizzes, and Pop-quizzes	10%
Signature Assignment Paper	10%
TOTAL	100%

In relation to the exams, there will be 4 exams plus an extra exam. The first four exams will count for 80% of the grade as described above. Exam no. 5 is not a final exam (there is not a final exam for this class). Exam no. 5 will be an opportunity to 'make up' for any 'unexcused absence' exam missed. It could also be used to raise the average of the previous. **For people that take a total of 5 exams the lowest of the 5 exams will be dropped. For people taking only 4 or fewer exams, none of the exams will be dropped.**

Exam 1:	20%	
Exam 2	20%	
Exam 3	20%	
Exam 4	20%	**(Total of 80%)**
Exam 5	20%	

TABLE OF GRADES

A	90-100
B	80-89.99
C	70-79.99
D	60-69.99
F	0-59.99

Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels.

EXAMS and QUIZZES

Exams will take place in the classroom. Assignments, quizzes, pop-quizzes and group research will be graded trough BLACKBOARD. **You are required to check BLACKBOARD's announcements at least twice a week.**

Students are required to attend classes with an electronic device that allows them to access Blackboard. **Pop-quizzes will be presented 'unannounced' during class. They will need immediate response using 'Blackboard'.**

I do not give makeup exams for unexcused absences. In case of a justified absence, I will decide how to make up for the test. **Some of the options include oral test, written essay, or an average of previous tests.**

SIGNATURE ASSIGNMENT PAPER

Students need to complete a research paper. This project takes the form of a paper produced by a team of students. It is based on the analyzing, comparing, and contrasting of two pieces of music (a piece from Western Art Music culture and a piece from any other culture such as pop, commercial, world music, etc.). The task will focus on the 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.**

GRADE GRIEVANCES

Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current University Catalog:
http://catalog.uta.edu/academicregulations/grades/#undergraduatetext;
For student complaints:
http://www.uta.edu/deanofstudents/student-complaints/index.php

CLASS TOPICS / SCHEDULE

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.

Date	Topic	Content
August 23	Introduction	Description of the class
August 23 to September 11	Elements	Musical Elements: Pitch, Harmony, Texture, Rhythm, Timbre, etc.
September 13	**Test I**	Musical Elements
September 13 to September 25	Middle Ages and Renaissance	Middle Ages: Gregorian Chant, Organum, Madrigal, Mass, Suite
February 26	**Deadline**	Selection and submission of pieces for Research Paper

September 27	**Test II**	Middle Ages / Renaissance
September 27 to October 18	Baroque Period	Baroque: Absolutism, Concerto, Sonata, Opera, Oratorio, Bach, Vivaldi, Handel.
October 18	**Test III**	Baroque Period
October 23 to November 1	Classical Period	Enlightenment, Sonata Form, Theme and Variations, Rondo, String Quartet, Chamber Music, Concerto, Cadenza, Haydn, Mozart, Beethoven.
November 6	**Test IV**	Classical Period
November 8 end of semester	Romantic Period	Nationalism, Program Music, Verism, Exoticism, Piano, Schubert, Smetana, Tchaikovsky, Chopin, Verdi, Puccini
November 9	**Deadline**	Submission of Research Paper (blackboard)
November 29	**Test V**	Romantic Period

EXTRA CREDIT
The only possibility to earn extra credit in class is by attending approved concerts as follows:

- Concerts where **I am not** present: This is any concert that you attend from the approved ensembles list found in Blackboard. 2 points extra credit by attending an appropriate concert (2 points per concert), and turning **one page typed concert report with program and ticket stub**. You will find in Blackboard the list of accepted ensembles for this option.

- Concerts where **I am** present: This is a series of concerts which I will attend and will sign your program at the concert. Up to 3 points extra credit by attending an appropriate concert (3 points per concert). No report is necessary since I will be at the concert and I will sign your hand-program at the end of the concert. **I will not give credit for programs presented without my signature**. You will find a list of concerts that "I will attend" in Blackboard.

- **The extra credit applies to 'Final Grade'.**

- **The maximum extra credit is 6 points.**

POSTING OF "REQUIRED CONCERTS" AND "EXTRA CREDIT" ACTIVITY
Students have a **maximum of a week after the date of the event to** present their 'required concert' or 'extra credit' documents. These will be immediately posted on Blackboard. Students will have a maximum of a **week after submitting their hand programs or tickets to manifest discrepancies between their activity and the activity posted in Blackboard.**

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.

ACADEMIC DISHONESTY
The University of Texas at Arlington adheres to a strict code prohibiting academic dishonesty including "plagiarism, collusion, the submission for credit of any work or material 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, Part One, Chapter VI, Section 3, Subsection 3.2, Subdivision 3.22)

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://wweb.uta.edu/aao/fao/).

NON-DISCRIMINATION POLICY
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.

TITLE IX
The University of Texas at Arlington is committed to upholding U.S. Federal Law "Title IX" such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit www.uta.edu/titleIX.

STUDENT FEEDBACK SURVEY

At the end of each term, students enrolled in face-to-face and online classes categorized as "lecture," "seminar," or "laboratory" are directed to complete an online 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 via the SFS database is aggregated with that of other students enrolled in the course. Students' anonymity will be protected to the extent that the law allows. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit http://www.uta.edu/sfs.

FINAL REVIEW WEEK

For semester-long courses, 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 (please notice that there are two extra exits on both sides of the large screen in front of the room). 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.

DISABILITY ACCOMMODATIONS

UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA),* and *Section 504 of the Rehabilitation Act.* All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official

notification in the form of **a letter certified** by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

The Office for Students with Disabilities, (OSD) www.uta.edu/disability or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability.

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, or view the information at www.uta.edu/resources.

COUNSELING AND PSYCHOLOGICAL SERVICES, (CAPS)
www.uta.edu/caps/ or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

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/.

THE IDEAS CENTER
(2nd Floor of Central Library) offers **free** tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email IDEAS@uta.edu or call (817) 272-6593.

NON-DISCRIMINATION POLICY
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.

CAMPUS CARRY
Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit http://www.uta.edu/news/info/campus-carry/

Music Appreciation MUSI 1300
Signature Assignment Paper
Western Art Music and 'My' Music

Project Description
This project takes the form of a paper produced by a team of students. It is based on the analyzing, comparing, and contrasting of two pieces of music (a piece from Western Art Music culture and a piece **from any other** culture such as pop, commercial, world music, etc.). The task will focus on the analysis of elements (historical, musical, and social), and the discovering of potential links. The paper will also allow students to develop team-working skills.

The Pieces
Students will select two pieces to be compared and contrasted. One of them must belong to the Western Art Music culture ("Classical Music") and other could come from any other culture. The choice is free with the following requirements:
Western Art Piece
- The piece could not be one of those studied in class
- The length of the piece should not be inferior to 4 minutes
- For purposes of assessment, the piece should be available on YouTube.
- The choice of the piece must be approved by the instructor

Second Piece
- Any culture, style, or period with the exception of Western Art Music
- Minimum length 2 minutes
- For purposes of assessment, the piece should be available on YouTube.
- The choice of the piece must be approved by the instructor

Sections of the Paper
Title
This must include the title of the project, 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 their pieces, 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 of three sections:
> **Historical/Contextual Elements**

Teams will provide relevant information of the historical/contextual elements surrounding the compositions. 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 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 in the "Classical Period") 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. In the case of pieces that are not contemporary, the teams will analyze the role of the pieces in their respective time and in current society.

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 the two analyzed pieces.

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/published sources).

Mechanics of the Project and Deadlines

1. **Forming the groups**
   - The instructor will randomly create the groups of around 10 students.

2. **Selection and submission of pieces**
   - Within the team, students propose, discuss, and select the two pieces
   - Pieces are submitted for approval to the instructor (through Blackboard)
   - The submission should include URL information to retrieve the piece on Internet
   - If the instructor does not approve the pieces, the students will select a new set of pieces until the set 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 pieces approved.

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

4. **Submission**
   - Projects will be submitted trough *Blackboard.*
   - Despite that the paper is produced as a group, the submission will be done individually (each student will submit the WHOLE paper, not only their individual participation). **Failure to do this will result in a '0'.**
   - **Late submissions will only be accepted in exceptional circumstances.**
   - **Groups are strongly encouraged to finish their papers well in advance of the deadline to avoid last-minute technical issues.**
   - 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/), or *Virginia Tech Music Dictionary Online* (http://www.music.vt.edu/musicdictionary/).
- 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 on 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:

	Communication Skills	Critical Thinking Skills	Social Responsibility	Team Work Competency
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[1]
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 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.

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[1] 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%202012-2013%20General%20Education%20Competency%20Information.pdf), and
Core Course Assessment Plan, Creative Arts Component, University of Texas San Antonio.

Communication Skills Rubric

Point Value	Detailed Description of Point Assessment	Simple Explanation
5	A paper scoring a 5 demonstrates the following: • Focus: Includes all elements that build upon the thesis • Organization: Has an effectively creative pattern of development • Assignment's Requirements: Enhances the assignment • Style: Has a flair for style with sustained grammatical accuracy	excellent
4	A paper scoring a 4 demonstrates the following: • Focus: Includes all elements that effectively support the thesis • Organization: Has a clear and consistent pattern of development • Assignment's Requirements: Responds clearly to the assignment • Style: Has an effective style for the rhetorical situation with few interfering sentence-level errors	good
3	A paper scoring a 3 demonstrates the following: • Focus: Has a clear thesis but one or two digressive or unsupportive elements • Organization: Has a few minor problems (missing transition, short introduction and/or conclusion, etc.) • Assignment's Requirements: Meets the assignment's requirements • Style: Has an inconsistent style and/or sentence-level errors, but meaning is not compromised	competent
2	A paper scoring a 2 demonstrates the following: • Focus: Involves a missing thesis and/or insufficient support • Organization: Involves missing transitions, introduction, and/or conclusion • Assignment's Requirements: Ignores several requirements • Style: Has an obstructive style and/or contains sentence-level errors that begin to hoard the reader's attention	marginal
1	A paper scoring a 1 demonstrates the following: • Focus: Involves a missing thesis, no support, and/or plagiarized evidence • Organization: Rambles from one thing to another with no attempt at a consistent development • Assignment's Requirements: Does not meet the majority of requirements	poor

- 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
5	A paper scoring a 5 consistently demonstrates the following:	excellent

- Inquiry: An exceptional examination of a matter through the interpretation of evidence, instructions, problems, tasks, etc.
- Analysis: Identifies and presents exceptional explanations of complex analyses OR identifies and promotes novel or alternative problem-solving methods.
- Synthesis: Identifies, organizes, and evaluates exceptional arguments OR presents well connected and holistically transformed ideas into original concepts.
- 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.

| 4 | A paper scoring a 4 demonstrates the following: | good |

- Inquiry: A thorough examination of a matter through the interpretation of evidence, instructions, problems, tasks, etc.
- Analysis: Identifies and presents thorough explanations of complex analyses OR identifies novel or alternative problem-solving methods.
- Synthesis: Identifies, organizes, and evaluates thorough arguments OR presents obviously connected ideas.
- 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

| 3 | A paper scoring a 3 demonstrates the following: | competent |

Inquiry: An accurate examination of a matter through the interpretation of evidence, instructions, problems, tasks, etc.
Analysis: Identifies and presents accurate explanations of complex analyses OR identifies appropriate problem-solving methods.
Synthesis: Identifies, organizes, and evaluates accurate arguments OR presents connected ideas.
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.

| 2 | A paper scoring a 2 demonstrates the following: | marginal |

- Inquiry: An incomplete examination of a matter through the interpretation of evidence, instructions, problems, tasks, etc.

- Analysis: Identifies and presents incomplete explanations of complex analyses OR identifies inadequate problem-solving methods.
- Synthesis: Identifies, organizes, and evaluates incomplete arguments OR presents weakly connected ideas.
- Product: Somewhat follows the evidence to present 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
- Inquiry: No examination of a matter through the interpretation of evidence, instructions, problems, tasks, etc.
- Analysis: Does not identify or present explanations of complex analyses OR does not identify appropriate problem-solving methods.
- Synthesis: Offers no examination of arguments OR fails to connect ideas.
- 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.

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	A paper scoring a 5 consistently demonstrates the following:	excellent
	• 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.	
	• 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.	
	• Self Management: Demonstrates an excellent work ethic by meeting all deadlines, prioritizing personal projects, and fully focusing on all assigned tasks.	
4	An artifact scoring a 4 demonstrates the following: 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. 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. Self Management: Demonstrates a good work ethic by meeting all deadlines, prioritizing personal projects, and generally focusing on all assigned tasks.	good

3   A paper scoring a 3 demonstrates the following: competent
- 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.
- 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. 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 come 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   extremely
above   poor

TEAM MEMBER CRITIQUE SHEET

Student Name _____ Group no._____

Project Title _____ Course _____

INSTRUCTIONS:
With the help of the descriptors in the next page, rate yourself and your peers by circling the appropriate number. Please also **provide a rating justification**.

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

GROUP CHARACTERISTIC KEY– Use Key to Help with Team Member Ratings/Justification			
RATING	**CONTRIBUTION**	**COOPERATION**	**SELF MANAGEMENT**
0- Does Not Meet Any Expectations	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
2- Meets Few Expectations	EXHIBITS MIXTURE OF CHARACTERISTICS BETWEEN RATING OF 1 & 3		
3- Meets Expectations	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
4- Exceeds Some Expectations	EXHIBITS MIXTURE OF CHARACTERISTICS BETWEEN RATING OF 3 & 5		
5- Exceeds All Expectations	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 of Western Arts Music, 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: • 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. • 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.	excellent
4	A paper scoring a 4 consistently demonstrates the following: • 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. • 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.	good
3	A paper scoring a 3 consistently demonstrates the following: • 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. • 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.	competent
2	A paper scoring a 2 consistently demonstrates the following: • 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. • 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.	marginal
1	A paper scoring a 2 consistently demonstrates the following: • Impact of music in society: lack of awareness of the role of music in society not as a secondary and cosmetic object but 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.	poor
0	A paper scoring a 0 does not refer to the aspects of music and society.	extremely poor