**University of Texas at Arlington**

**Introduction World Music 2300.001 Syllabus**

Meeting time: **This is an all online, distance education course offered on Blackboard.**

Instructor: Karen (Kathy) Draves

Faculty profile: (accessible soon)

Office: Fine Arts, 366

Email: [karen.draves@uta.edu](mailto:karen.draves@uta.edu)

**Instructor available by email and appointment.**

**Course Description:**

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 reflects various cultures. 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**

|  |  |
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| Critical thinking skills: | 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.  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.  Through a research paper based on a world music event the student will develop communication, writing, and research skills in relation to culture and music.  Learning environment:   * Online videos/PowerPoint presentations * Text book * Class discussion (through Blackboard forums/boards) * Research paper   Assessment method:   * Chapter Tests * Research paper (independent) |
| Communication skills: | Through Blackboard forums/boards, students will be able to discuss style, cultural differences, musical elements, and offer ideas and opinions on each region.  Students will also be able to independently develop communication, writing and research skills in relation to music and culture through an independent research paper.    Learning environment:   * Blackboard forums/boards * Research paper * Online interactive Student/Teacher conference     Assessment method:   * Rubric |

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| Teamwork: | Through the Blackboard forums/boards, students will be able to discuss style, cultural differences, musical elements, and offer ideas and opinions on each region.  Students will develop communication and skills in relation to music and culture as well as team work participation. This information will be used to facilitate the independent research paper.  Learning Environment:   * Blackboard forums/boards   Assessment method:   * Rubric |
| Social Responsibility: | Students will study the impact of different cultural societies on music and the impact music has on different cultures.  Students will observe the similarities and differences between cultures and how they view and “understand” music.  Students will study the social aspects that result in changes in music styles in the cultures of India, Africa, Middle East, Asia, and the Americas.  Learning Environment:   * Online videos/PowerPoint presentations * Text book * Class discussion (through Blackboard forums/boards) * Research paper   Assessment method:   * Chapter Tests * Research paper (independent) |

**CLASSROOM TEXT:**

**Required: (**available at UTA Bookstore or online)

Title: *Excursions in World Music, Seventh edition* (with CD)

Author: Nettl, B., et al.

Publisher: Routledge

Date: 2017

ISBN: 9781138666443

**Required:**

Compatible website. Access through [www.routledge.com](http://www.routledge.com). Search this website for textbook by typing in the ISBN # from back of the textbook, click on “compatible website” link next to textbook image, follow instructions for student access.

# COMMUNICATION:

The **official** way of communicating information is through **Blackboard** and the e-mail account posted at **MyMav.**

# 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.**

**Web and other resources** as indicated in the syllabus, in the textbook, and on Blackboard. Please note that websites often add, remove, and change information and links. If a link does not work, please notify the instructor so it can be resolved.

**Orientation/training for online courses:**

The UTA Blackboard site is a place to start: <http://www.uta.edu/blackboard/> .

Other online materials are available. You can use Google or another web browser to search for Blackboard training and help. You also can search for training and help on the UTA website. If this is your first online course or you are unfamiliar with the Blackboard, you may want to take advantage of the 24/7 Blackboard Support available on Blackboard.

Remember that course instructors do not provide technical assistance; yet, we realize that often the best condition for learning is a low anxiety, high support environment. The 24/7 Blackboard Support system will assist with your needs. Being able to use the technology (navigate the course platform) with some fluidity likely will result in less anxiety. Please check out the resources on the Blackboard course page.

# ASSIGNMENTS:

1. Weekly chapter 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](http://www.uta.edu/blackboard/students/log-in-to-blackboard.php)
2. Weekly tests based on chapter readings.
3. Weekly Blackboard forums/boards with at least 2 questions, 2 responses, and opinion relating to each region.
4. Research paper preparation assignments, including Region and Musical choice and Outline Assignment, as well as APA Writing Style Assignment.
5. Independent research paper based on observing, analyzing, comparing, and contrasting music heard/viewed from two different pieces of music from two different regions from the textbook.

**Due dates are indicated in the Course Schedule. No late assignments (including but not limited to Blackboard forums/boards, tests, and research paper) will be accepted.**

***FINAL EXAM details:***

# Date – December 7-10, 2018

# Cumulative and will include all regions discussed this semester.

## GROUP PROJECT details:

* The project will take the form of a Blackboard forums/boards produced by a team of students. **You will sign up for your Team the first week of class.** The Team Projects are based on observation, weblinks, details from the text, videos and PowerPoints.
* You will be **required** to participate with your group weekly by providing at least 2 questions, 2 responses, and opinion relating to each weekly region assignment.
* Each team will complete a “Team Member Critique” at completion of course (see Appendix).
* Due dates for Blackboard forum/board assignments are posted in the Course Schedule, however, **it is recommended that you post early (by Friday) so your team members may have a chance to respond to your posts prior to the deadline. No late posts will be accepted.**

***WEEKLY TESTS details:***

* Each Chapter will be assessed by a test which will be accessible each week according to the Course Schedule.
* Due dates for test completions are posted on the Course Schedule. **No late tests will be accepted.**

***SIGNATURE ASSIGNMENT PAPER details:***

* Students are required to complete a research paper based on observing, analyzing, comparing, and contrasting music heard/viewed from two different pieces of two different regions from the textbook.
* The paper will focus on comparing and contrasting two different regions of your choice, with two different pieces of music from the textbook.
* The inclusion of musical, social, and cultural elements will be required in the paper.
* Information gathered from Team Blackboard forums/boards may be used as a resource and cited as personal communication in APA style (you may only use two citations from this resource).
* Example – personal communication citation:

UTA Blackboard Forum/Team Dragon. (2018, January 16). Re: A concert at the Mann Center [Online forum comment]. Retrieved from https://elearn.uta.edu/webapps/discussionboard/do/conference?action=list\_for ums&course\_id=\_411180\_1&nav=group\_forum&group\_id=\_151916\_1

* In order to assist with management of paper, there will be several pre-paper assignments due: Region/Musical Choice due **October 8**; Outline due **October 15**; APA Writing Style worksheet due **October 22**. These assignments are intended to help in preparation for the writing of your research paper.
* Research Paper due date **Monday, November 5**. **No late papers will be accepted.**

# COURSE SCHEDULE – Introduction World Music 2300.001

**Description of major assignments and examinations with due dates:**

All reading references pertain to required textbook *Excursions in World Music* Seventh Edition (available at UTA Bookstore and online)

**Week #1** Read Forward and Preface in *Excursions in World Music* *Seventh Edition*

(August 22) Sign up for one team Forum/Board on Blackboard (this will be your team for the semester)

**Students not signed up by August 26, due date will be assigned a team**

**Due by August 29**

Forward/Preface Questions on Blackboard Course Materials

(open Friday, Aug. 24, 12:01a.m. – Wednesday, Aug. 29, 11:59 p.m.)

**Week #2** Read Chapter 1 – “Introduction: Studying Musics of the World’s Cultures”

(August 27) Review PowerPoint for assignment details

**Due by September 2**

Blackboard Team Posts assignment

Test #1 (open Friday, Aug. 31, 12:01 a.m. – Sunday, Sep. 2, 11:59 p.m.)

**Week #3** Read Chapter 2 – “Music of South Asia”

(September 3) Review PowerPoint for assignment details

**Due by September 9**

Blackboard Team Posts assignment

Test #2 (open Friday, Sep. 7, 12:01 a.m. – Sunday, Sep. 9, 11:59 p.m.)

**Week #4** Read Chapter 3 – “Music of the Middle East and North Africa”

(September 10) Review PowerPoint for assignment details

**Due by September 16**

Blackboard Team Posts assignment

Test #3 (open Fri., Sep. 14, 12:01 a.m. – Sun., Sep. 16, 11:59 p.m.)

**Week #5** Read Chapter 4 – “Musics of East Asia I: China”

(September 17) Review PowerPoint for assignment details

**Due by September 23**

Blackboard Team Posts assignment

Test #4 (open Fri., Sep. 21, 12:01 a.m. – Sun., Sep. 23, 11:59 p.m.)

**Week #6** Read Chapter 5 – “Musics of East Asia II: Korea”

(September 24) Review PowerPoint for assignment details

**Due by September 30**

Blackboard Team Posts assignment

Test #5 (open Fri., Sep. 28, 12:01 a.m. – Sun., Sep. 30, 11:59 p.m.)

**Week #7** Read Chapter 6 – “Musics of East Asia III: Japan”

(October 1) Review PowerPoint for assignment details

**Due by October 7**

Blackboard Team Posts assignment

Test #6 (open Fri., Oct. 5, 12:01 a.m. – Sun., Oct. 7, 11:59 p.m.)

**Region/Music Choice for Research Paper – due Monday, October 8, 11:59 p.m.**

**Week #8** Read Chapter 7 – “Music of Indonesia”

(October 8) Review PowerPoint for assignment details

**Due by October 14**

Blackboard Team Posts assignment

Test #7 (open Fri., Oct. 12, 12:01 a.m. – Sun., Oct. 14, 11:59 p.m.)

**Research Paper Outline – due Monday, October 15, 11:59 p.m.**

**Week #9** Read Chapter 8 – “Music of Sub-Saharan Africa”

(October 15) Review PowerPoint for assignment details

**Due by October 21**

Blackboard Team Posts assignment

Test #8 (open Fri., Oct. 19, 12:01 a.m. – Sun., Oct. 21, 11:59 p.m.)

**APA Writing Style Assignment – due Monday, October 22, 11:59 p.m.**

**Week #10** Read Chapter 9 – “The Musical Culture of Europe”

(October 22) Review PowerPoint for assignment details

**Due by October 28**

Blackboard Team Posts assignment

Test # 9 (open Fri., Oct. 26, 12:01 a.m. – Sun., Oct. 28, 11:59 p.m.)

**Week #11 WORK ON RESEARCH PAPER**

(October 29) **No Blackboard Forum/Board posts required**

**No Weekly Test this week**

**Research Paper – due Monday, November 5, 11:59 p.m.**

**Week #12** Read Chapter 10 – “Music in Latin America”

(November 5) Review PowerPoint for assignment details

**Due by November 11**

Blackboard Team Posts assignment

Test #10 (open Fri., Nov. 9, 12:01 a.m. – Sun., Nov. 11, 11:59 p.m.)

**Week #13** Read Chapter 11 – “Music in the Caribbean”

(November 12) Review PowerPoint for assignment details

**Due by November 18**

Blackboard Team Posts assignment

Test #11 (open Fri., Nov. 16, 12:01 a.m. – Sun., Nov. 18, 11:59 p.m.)

**Week #14** Read Chapter 12 – “Native American Music”

(November 19) Review PowerPoint for assignment details

**Due by November 25**

Blackboard Team Posts assignment

Test #12 (open Fri., Nov. 23, 12:01 a.m. – Sun., Nov. 25, 11:59 p.m.)

**Week #15** Read Chapter 13 – “Music of Ethnic North America”

(November 26) Review PowerPoint for assignment details

**Due by December 2**

Blackboard Team Posts assignment

Test #13 (open Fri., Nov. 30, 12:01 a.m. –Sun., Dec. 2, 11:59 p.m.)

**Due by December 3**

*Team Member Critique Sheet* assignment

Assignment (open Fri., Nov. 30, 12:01 a.m.–Sun., Dec. 3, 11:59 p.m.)

**Week #16 Review for Final**

(December 3) Study Guide (use Tests)

Complete *Team Member Critique* sheet (provided in Course Materials on Blackboard)

Fill out Student Feedback Survey for the course

**Final Exam December 10**

(open Fri.,Dec, 7, 12:01a.m.–Mon.., Dec. 10, 11:59p.m.)

**GRADING**

# Assignments and Weights:

|  |  |
| --- | --- |
| Title of Assignment | Weight |
| Tests - #1-#13 | 25% |
| Participation on Forum/Boards | 20% |
| Research Paper Preparation | 20% |
| Research Paper | 25% |
| Final Exam | 10% |

# Attendance: At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. 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. As the instructor of this section, I expect full participation in the forums/boards and assessments on Blackboard. 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.

**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/>).

**Last Day to Drop: Friday, November 2nd 4:00 p.m.**

**Disability Accommodations:** UTArlington 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](http://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](http://www.uta.edu/disability).

Counseling and Psychological Services (CAPS) [www.uta.edu/caps/](http://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.

**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*](http://www.uta.edu/hr/eos/index.php)*.*

**Title IX Policy:** The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated.*For information regarding Title IX, visit* [www.uta.edu/titleIX](http://www.uta.edu/titleIX) or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or [jmhood@uta.edu](../../../../hannabas/AppData/Local/Microsoft/Windows/Temporary%20Internet%20Files/Content.Outlook/697W32M3/jmhood@uta.edu).

**Academic Integrity:** Faculty are encouraged to discuss the Honor Code and the consequences of cheating, including plagiarism with their students.

*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.*

UT Arlington faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents’ Rule* 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. **Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University**. Additional information is available at <https://www.uta.edu/conduct/>. Students are encouraged to review these guides on plagiarism [http://libguides.uta.edu/researchprocess/plagiarism](https://na01.safelinks.protection.outlook.com/?url=http%3A%2F%2Flibguides.uta.edu%2Fresearchprocess%2Fplagiarism&data=02%7C01%7Cteik.lim%40uta.edu%7C196da9f1a3a040158cbb08d5e4d38701%7C5cdc5b43d7be4caa8173729e3b0a62d9%7C0%7C0%7C636666519504536062&sdata=JtmboLEGpBAFS8Hy%2Bd%2BtiQ%2FcEmgi2yrfsk9FijWRqJQ%3D&reserved=0)

[http://libguides.uta.edu/copyright/plagiarism](https://na01.safelinks.protection.outlook.com/?url=http%3A%2F%2Flibguides.uta.edu%2Fcopyright%2Fplagiarism&data=02%7C01%7Cteik.lim%40uta.edu%7C196da9f1a3a040158cbb08d5e4d38701%7C5cdc5b43d7be4caa8173729e3b0a62d9%7C0%7C0%7C636666519504546076&sdata=k9dZFTsjHZk8VVjA3dyLLdK2ysRmHkMidviCAPGgLkI%3D&reserved=0)

**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>.

**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/>

**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, which is located across the hall and 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 individuals with disabilities.

**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](http://www.uta.edu/universitycollege/current/academic-support/learning-center/tutoring/index.php), [major-based learning centers](http://www.uta.edu/universitycollege/resources/college-based-clinics-labs.php), developmental education, [advising and mentoring](http://www.uta.edu/universitycollege/resources/advising.php), personal counseling, and [federally funded programs](http://www.uta.edu/universitycollege/current/academic-support/mcnair/index.php). 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>.

**University Tutorial & Supplemental Instruction** (Ransom Hall 205): UTSI offers a variety of academic support services for undergraduate students, including: 60 minute one-on-one [tutoring](http://www.uta.edu/universitycollege/current/academic-support/learning-center/tutoring/index.php) sessions, [Start Strong](http://www.uta.edu/universitycollege/current/academic-support/learning-center/tutoring/start-strong.php) Freshman tutoring program, and [Supplemental Instruction](http://www.uta.edu/universitycollege/current/academic-support/learning-center/si/index.php). Office hours are Monday-Friday 8:00am-5:00pm. For more information visit [www.uta.edu/utsi](http://www.uta.edu/utsi) or call 817-272-2617.

**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. Students can drop in, or check the schedule of available peer tutors at www.uta.edu/IDEAS, or call (817) 272-6593.

**The English Writing Center (411LIBR)**: The Writing Center offers **FREE** tutoring in

15-, 30-, 45-, and 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Register and make appointments online at https://uta.mywconline.com. Classroom visits, workshops, and specialized services for graduate students and faculty are also available. Please see [www.uta.edu/owl](file:///C:\Users\kkdra\Box\MUSI%202300\www.uta.edu\owl) for detailed information on all our programs and services.

The Library’s 2nd floor Academic Plaza offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library’s hours of operation. <http://library.uta.edu/academic-plaza>

**Emergency Phone Numbers**: In case of an on-campus emergency, call the UT Arlington Police Department at **817-272-3003** (non-campus phone), **2-3003** (campus phone). You may also dial 911. Non-emergency number 817-272-3381

# APPENDIX

**World Music 2300 Signature Assignment Paper**

***Compare and contrast two pieces of music from two different regions***

# Project Description

This project takes the form of a paper produced independently. It is based on observing, analyzing, comparing, and contrasting music heard/viewed from two different online events; each one from a different region (region referring to chapter areas of the text book.) The task will focus on analysis of elements (historical, musical, and social), and the discovering of existing links. The project will also allow students to incorporate team-working skills through use of information obtained from Blackboard forums/boards. In addition, the student will offer an opinion on how this music has influenced their own thoughts regarding World Music.

# Format

* The length of the paper should be between 750-1000 words.

1. Sources may come from the textbook, Blackboard Forums/Boards, and other online sources (including, but not limited to UTA library sources).

* You must have a minimum of 3 sources, no more than 2 from your Blackboard Forums/Boards (see page 6 of this syllabus for personal communication citation).
* The paper must follow ***APA Manual Style of Writing***(relevant in the case of quotations, footnotes, endnotes, abbreviations, and so on). See “How To” at this link: <http://library.uta.edu/how-to>
* The English Writing Center (<http://www.uta.edu/owl/>) is available for assistance (see page 12 of this syllabus).
* 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>).

* Use no more than 10% of direct quotations in the paper.
* Font Size: 12-point font, Times New Roman
* Line Spacing: double spacing

# Sections of the Paper

**Title**

This must include the title of the paper, the titles of the pieces to be analyzed, the regions that the pieces are from, and your name, date and course number.

Title page is not included in the 750-1000-word count total.

# Analysis

It will consist of three sections:

# Cultural/Historical/Contextual Elements

Student will provide relevant information including but not limited to: characteristics of the style, historical period, information about composers, performers, and so on.

# Musical Analysis

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

# Social Impact

Student will conjecture about the role of these pieces in society and analyze the role of the pieces in their respective place in the culture.

# Comparison/Contrasting of the Pieces

Student will develop their compare/contrast component of the project, establishing possible links (historical, musical or social) between discussion/study in class and from Blackboard forums/boards and the actual pieces.

# Conclusions

How does this music influence your thoughts on world music?

# Reference List

Students need to indicate their sources (at least 3 sources). This information should not be included in the 750-1000-word count total.

**Grading Rubric:**

|  |  |  |
| --- | --- | --- |
| Criteria | Points Possible | Your Points |
| 2 different pieces of music from 2 different regions | 10 |  |
| Compare | 20 |  |
| Contrast | 20 |  |
| Include musical elements | 10 |  |
| Include social/cultural elements | 10 |  |
| Conclusion thoughts on how this music influences you | 20 |  |
| APA style/grammar/spelling | 10 |  |
| Total | 100 |  |

**Core Curriculum Assessment Rubrics:**

The following pages should be used to assess your Communication Skills, Critical Thinking Skills, Social Responsibility, and Team Work Competency when generating your paper and participating in Blackboard Forums/Boards.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Communication Skills** | **Critical Thinking Skills** | **Social Responsibility** | **Team Work Competency**  (from Blackboard forums/boards) |
| 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 |

# Assessment: Rubrics

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](https://owa.uta.edu/owa/espinosa%40exchange.uta.edu/redir.aspx?C=L-v6KFLU-0CHhAXjv-Rev2TX_n8mXdBIX51MJQ6R9baKLuUlXwZcqCKzPoe-oIZ6KzX865c5Ylc.&amp;URL=http%3a%2f%2fwww.uta.edu%2fprovost%2fcore-curriculum%2fassets%2fAC%25202012-2013%2520General%2520Education%2520Competency%2520Information.pdf)), and Core Course Assessment Plan, Creative Arts Component, University of Texas San Antonio.

# COMMUNICATION SKILLS COMPETENCY – Core Curriculum

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.

# 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 * Style: Has an offensive style and/or includes sentence-level errors that are glaring throughout the paper and meaning is lost | poor |

# CRITICAL THINKING SKILLS COMPETENCY – Core Curriculum

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.

|  |  |  |
| --- | --- | --- |
| Point Value | Detailed Description of Point Assessment | Simple Explanation |
| 5 | A paper scoring a 5 consistently demonstrates the following:   * 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. | excellent |

# Critical Thinking Rubric

|  |  |  |
| --- | --- | --- |
| 4 | A paper scoring a 4 demonstrates the following:   * 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. | good |
| 3 | A paper scoring a 3 demonstrates the following:   * 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. | competent |
| 2 | A paper scoring a 2 demonstrates the following:   * 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. | marginal |
| 1 | A paper scoring a 1 demonstrates the following:   * 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. | poor |

# TEAMWORK COMPETENCY (Blackboard Forums/Boards) – Core Curriculum

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” (at the end of the Appendix) 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 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 | Scoring a 5 consistently demonstrates the following:   * 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. | excellent |
| 4 | 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 | Scoring a 3 demonstrates the following:   * 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. | competent |
| 2 | Scoring a 2 demonstrates the following:   * 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. | marginal |
| 1 | Scoring a 1 demonstrates the following:   * 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. | poor |

# SOCIAL RESPONSIBILITY COMPETENCY – Core Curriculum

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:   * 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 |

**TEAM MEMBER CRITIQUE SHEET – INTRODUCTION WORLD MUSIC**

**MUSI 2300.001**

**UNIVERSITY OF TEXAS ARLINGTON**

Student Name Team Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

INSTRUCTIONS: Give a rating number for each team member (including yourself) and **provide a rating justification below the number** (see **GROUP CHARACTERISTIC KEY** for justification).

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Team Member’s Name and Rating Justification** (Please Print) | **Contribution Rating**  *Low (1) High (5)* | | **Cooperation Rating**  *Low (1) High (5)* | | **Self-Management Rating**  *Low (1) High (5)* | |
| 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/Justification: |  | |  | |  | |
| Team Member Name: | 1 2 3 4 5 |  | 1 2 3 4 5 |  | 1 2 3 4 5 |  |
| Rating/Justification: |  | |  | |  | |

|  |  |  |  |
| --- | --- | --- | --- |
| **GROUP CHARACTERISTIC KEY– Use Key to Help with Team Member Ratings/Justification** | | | |
| **RATING** | **CONTRIBUTION** | **COOPERATION** |  |
| **1- 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 |