

MUSI 1300-001 Music Appreciation
Spring 2019

Instructor: Dr. Carol Jessup

Office Number: FA326

Music Office Telephone Number: 817.272.3471

Email Address: jessup@uta.edu

Faculty Profile: <https://www.uta.edu/profiles/carol-jessup>

Office Hours: Wed. @ 12:00AM by appointment

Section Information: MUSI 1300-001

Time and Place of Class Meetings: MWF 11:00-11:50 UH 108

Description of Course Content: This course satisfies the University of Texas at Arlington core curriculum requirement in Creative Arts. Open to all students as fine arts elective, designed to develop intelligent listening and enjoyment of music. Provides an opportunity to increase the student's cultural experience and vocabulary.

Required Textbooks and Other Course Materials: *Music: An Appreciation* (Brief Edition) by Roger Kamien, 7th edition. CDs from 10th edition (optional)

Descriptions of major assignments and examinations: Major assignments will include seven chapter reading assessment assignments and five unit exams. An excused absence is required to makeup an exam. A makeup exam is to be taken before the next scheduled exam. Example: Exam III must be made up before the day of Exam IV.

Signature Assessment Assignment: This project takes the form of a paper produced by 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 rock and pop, etc). The assignment will focus on the analysis of historical, musical, and social elements. The paper will also allow students to develop team-working skills.

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

Student Learning Outcomes: Students will learn to use critical thinking skills to identify various styles of art music; will learn how music is used as a tool of communication; will learn how music utilizes teamwork; and will learn the social responsibility of exploring music in society.

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 identify these elements.

Through the aural analysis of the different elements of music and their interaction, students will be able to 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 be able to 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 be able to identify the role that music plays in society.

Learning Venue	Lectures Class Discussions Research Paper
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Assessment Method	Exams Research Paper
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Outcome	Objective: Communication Skills Students will develop a vocabulary and the ability to communicate about and differentiate the characteristics, components, influences, and historical trends of Western Art Music and Rock/Pop Music. Through a research paper, students will develop communication and research skills in relation to music, as well as team-work participation.
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Learning Venue	Lectures Class Discussions Research Paper
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Assessment Method	Exams Research Paper
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Outcome	Objective: Team Work Students will develop communication and research skills related to different musical time periods in Western Art Music and Rock/Pop Music.
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Learning Venue	Lectures Assigned Readings Research Paper
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Assessment Method	Class Participation Research Paper
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Outcome	Objective: Social Responsibility Students will study the impact of society in music and the impact of music in society. Students will study social topics that correspond with changes in musical styles such as baroque, classical, romantic, and 20 th Century.
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Learning Venue	Lectures Assigned Readings Research Paper
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**Assessment
Method**

Class Participation
Exams
Research Paper

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. As the instructor of this section, I would like for you to attend class.

Grading: Grading will be based on total accumulation of points. 90-100% = A; 80-89% = B; 70-79% = C, 60-69% = D; 0-59% = F.

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

Americans with Disabilities Act: The University of Texas at 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)*. 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 that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

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

Academic Integrity: Students enrolled in this course are expected to adhere to the UT Arlington 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.

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) 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.

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.

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>.

Student Feedback Survey: At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be 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 enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

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

Emergency Exit Procedures: Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit. 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.

Course 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. –Dr. Carol Jessup.”

Week 1

Part 1: Elements

- Chapter 1: Sound: Pitch, Dynamics and Tone Color
- Chapter 2: Performing Media: Voices and Instruments

Week 2

- Chapter 3: Rhythm
- Chapter 4: Music Notation
- Chapter 5: Melody
- Chapter 6: Harmony
- Chapter 7: Key
- Chapter 8: Musical Texture

- Chapter 9: Musical Form
- Chapter 10: Musical Style

Exam I

Week 3

Part II: The Middle Ages and Renaissance

- Chapter 1: Music in the Middle Ages (450-1450)
- Chapter 2: Music in the Renaissance (1450-1600)

Exam II

Week 4

Part III: The Baroque Period

- Chapter 1: Baroque Music (1600-1750)
- Chapter 2: Music in Baroque Society
- Chapter 3: The Concerto Grosso and Ritornello Form

Week 5

- Chapter 4: The Fugue
- Chapter 5: The Elements of Opera
- Chapter 6: Opera in the Baroque
- Chapter 7: Claudio Monteverdi
- Chapter 8: Henry Purcell
- Chapter 9: The Baroque Sonata
- Chapter 10: Antonio Vivaldi
- Chapter 11: Johann Sebastian Bach
- Chapter 12: The Baroque Suite
- Chapter 13: The Chorale and Church Cantata

Week 6

- Chapter 14: The Oratorio
- Chapter 15: George Frederic Handel

Part IV: The Classical Period

- Chapter 1: The Classical Style (1750-1820)
- Chapter 2: Composer, Patron and Public in the Classical Period
- Chapter 3: Sonata Form

Week 7

- Chapter 4: Theme and Variations
- Chapter 5: Minuet and Trio
- Chapter 6: Rondo
- Chapter 7: The Classical Symphony
- Chapter 8: The Classical Concerto
- Chapter 9: Classical Chamber Music
- Chapter 10: Joseph Haydn
- Chapter 11: Wolfgang Amadeus Mozart
- Chapter 12: Ludwig van Beethoven

Exam III

Week 8

Part V: The Romantic Period

- Chapter 1: Romanticism in Music (1820-1900)
- Chapter 2: Romantic Composers and Their Public
- Chapter 3: The Art Song
- Chapter 4: Franz Schubert

Week 9

- Chapter 5: Robert Schumann
- Chapter 6: Clara Wieck Schumann
- Chapter 7: Frederic Chopin
- Chapter 8: Franz Liszt
- Chapter 9: Felix Mendelssohn
- Chapter 10: Program Music
- Chapter 11: Hector Berlioz
- Chapter 12: Nationalism in Nineteenth Century Music

Week 10

- Chapter 13: Antonin Dvorak
- Chapter 14: Peter Ilyich Tchaikovsky
- Chapter 15: Johannes Brahms
- Chapter 16: Giuseppe Verdi
- Chapter 17: Giacomo Puccini
- Chapter 18: Richard Wagner

Exam IV

Week 11

Part VI: The Twentieth Century and Beyond

- Chapter 1: Musical Styles: 1900-1945
- Chapter 2: Music and Musicians in Society
- Chapter 3: Impressionism and Symbolism
- Chapter 4: Claude Debussy
- Chapter 5: Neoclassicism
- Chapter 6: Igor Stravinsky

Week 12

- Chapter 7: Expressionism
- Chapter 8: Arnold Schoenberg
- Chapter 9: Alban Berg
- Chapter 10: Anton Webern
- Chapter 11: Bela Bartok
- Chapter 12: Charles Ives
- Chapter 13: George Gershwin

Week 13

- Chapter 14: William Grant Still
- Chapter 15: Aaron Copland
- Chapter 16: Alberto Ginastera

- Chapter 17: Musical Styles Since 1945
- Chapter 18: Music Since 1945: Five Representative Pieces

Week 14

- Chapter 19: Jazz
- Chapter 20: Music for Stage and Screen
- Chapter 21: Rock

Week 15

Part VII: Nonwestern Music

- Chapter 1: Music in Nonwestern Cultures
- Chapter 2: Music in Sub-Saharan Africa
- Chapter 3: Classical Music of India

Exam V

APPENDIX

Music Appreciation MUSI 1300

Signature Assignment Paper

Western Art Music and Rock/Pop Music

This project takes the form of a paper produced by a team of students. The project includes listening to two musical recordings (one selected from Western Art Music and one from Rock/Pop), and analyzing, comparing, and contrasting the two compositions. The assignment will focus on the analysis of historical, musical, and social elements. The paper will also allow students to develop team-working skills.

Sections of the Paper Title

This must include the title of the project, the titles of the compositions to be analyzed, and name of the members of the team

Abstract / Introduction

In this section students should briefly describe the music, genre, and composers, the methods used to analyze them, the main findings of the analysis, and potential links found between the compositions.

Analysis

It will consist on 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 musical style, historical period, information about composers, and performing artists.

Musical Analysis: Students will analyze the musical selections focusing on the following elements: instrumentation, genre and style, and possible influences. Students must explore detail: melodies, musical elements, such as dynamics, rhythm, tempo, etc.

Social Impact: Students will discuss their understanding about the role of the music in society, during the time period of the compositions.

Comparison/Contrasting of the two musical selections: 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 3 sources).

Mechanics of the Project and Deadlines

1. Forming the groups (deadline: Week 5)

- The instructor will create the groups but will offer some room for adjustments. Groups of around 2-5 students each will be finalized by the deadline.

2. Selection and submission of pieces (deadline: Week 7)

- Within the team students propose, discuss, and select the two pieces
- Pieces are submitted for approval to the instructor (in writing)
- If the instructor does not approve the pieces then 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.
- Team work is part of assessment. Teams are responsible for organizing meetings, division of tasks, and all the work inside the group.
- Teams should adhere to the format guidelines given below.

4. Submission (deadline: Week 13)

- A hard copy of the project will be submitted to the professor.
- Despite that the paper is produced as group, the submission will be done individually (each student will submit the WHOLE paper, not only their individual participation).
- Each student will also submit the Team Member Critique Sheet (see assessment rubrics).
- The body of the paper, not including the cue sheet, will be a minimum of 1500 words.
- Online sources are allowed but students should consult at least three sources.

Format

- Online sources with academically sound sources include 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 should not be an exercise in 'copying and pasting'. No more than 10% of properly cited quotations will be allowed in the paper. Beyond this point, there will be an impact in the assessment.
- Font Size: no smaller than 11 point font
- Line Spacing: use double 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
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

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.

Communication Skills Rubric

Detailed Description of Point Assessment

Simple Explanation

Point Value

- | | | |
|---|---|-----------|
| 5 | A paper scoring a 5 demonstrates the following: | excellent |
| | <ul style="list-style-type: none">• 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 | |
| 4 | A paper scoring a 4 demonstrates the following: | good |
| | <ul style="list-style-type: none">• 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 | |
| 3 | A paper scoring a 3 demonstrates the following: | competent |
| | <ul style="list-style-type: none">• 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 | |
| 2 | A paper scoring a 2 demonstrates the following: | marginal |
| | <ul style="list-style-type: none">• 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 | |
| 1 | A paper scoring a 1 demonstrates the following: | poor |
| | <ul style="list-style-type: none">• 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

0 A paper scoring a 0 does not reach the characteristics described 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, writings, video compilations or presentations that include analysis, musical compositions analysis. 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	<p>A paper scoring a 5 consistently demonstrates the following:</p> <ul style="list-style-type: none"> • 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
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 extremely above

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 assesses a student's work ethic, ability to meet deadlines, ability to prioritize projects, and ability to focus on the task at hand.

Team Work Competency Rubric

Point Value	Detailed Description of Point Assessment	Simple Explanation
5	<p>A paper scoring a 5 consistently demonstrates the following:</p> <ul style="list-style-type: none">• Contribution: Contributes work/ideas that are above the paper scoring a 5 consistently demonstrates the following: 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 A paper scoring a 4 demonstrates the following: good
- 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.
- 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 A paper scoring a 2 demonstrates the following: marginal
- Contribution: Contributes work/ideas that are of low quality or less quantity than what was expected OR needs constant prodding to complete individual tasks.
 - Cooperation: Does not always exhibit an acceptable attitude toward the project, assigned tasks, and group members OR does not always effectively engage in information sharing/acknowledging a shared purpose. Causes some problems within the group environment.
 - Self-Management: Demonstrates a deficiency in work ethic by either not meeting a deadline, showing poor prioritization that interrupts the group's ability to complete tasks, OR possesses a lack of focus that is distracting to others.
- 1 A paper scoring a 1 demonstrates the following: poor
- Contribution: Did not contribute work/ideas OR complete any assigned tasks.
 - Cooperation: Exhibits a hostile attitude toward the project, assigned tasks, and group members OR a hostile and/or know-it-all attitude during information sharing. Causes many problems within the group environment.
 - Self-Management: Did not meet any deadlines, hampered the group's ability to complete the overall project, and/or demonstrates no focus.
- 0 A paper scoring a 0 does not reach the characteristics described above

TEAM MEMBER CRITIQUE SHEET

Student Name _____

Date _____

Project Title _____

Course _____

INSTRUCTIONS: ☐ Circle a

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

Team Member's Name and Rating Justification	Contribution Rating Low (0) High (5)	Cooperation Rating Low (0) High (5)	Self-Management Rating Low (0) High (5)
Your Name	12345	12345	12345
Rating Justification			
Team Member Name	12345	12345	12345
Rating Justification			
Team Member Name	12345	12345	12345
Rating Justification			
Team Member Name	12345	12345	12345
Rating Justification			
Team Member Name	12345	12345	12345
Rating			

GROUP CHARACTERISTIC KEY – Use Key to Help with Team Member Ratings/Justification

RATING	CONTRIBUTION	COOPERATION	SELF MANAGEMENT
1- Does Not Meet Any Expectations 2- Meets Few Expectations EXHIBITS MIXTURE OF CHARACTERISTICS BETWEEN RATING OF 1 & 3	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 meeting, 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
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	Adequately prepared for meetings, presented some relevant ideas/materials, submitted the work by the absolute deadline, and generally

		situations	stayed on task during meetings
4- Exceeds Some Expectations	EXHIBITS MIXTURE OF CHARACTERISTICS BETWEEN RATINGS 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 take-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 as art in music and impact of music in individuals and societies. Description of Assignments: Assignments to be assessed may include research papers that 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 Value	Simple Explanation
5	A paper scoring a 5 consistently demonstrates the following: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: marginal
- 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.
- 1 A paper scoring a 1 consistently demonstrates the following: poor
- 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.
- 0 A paper scoring a 0 does not refer to the aspects of music and society.