Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Foundational Component Area: Creative Arts

In the box below, describe how this course meets the Foundational Component Area description for Creative Arts. Courses in this category focus on appreciation and analysis of creative artifacts and works of human imagination. Courses involve the synthesis and interpretation of artistic expression and enable critical, creative, and innovative communication about works of art.

How does the proposed course specifically address the Foundational Component Area definition above?

This course explores rock music as a creative artifact of human imagination. Students engage in critical discussions exploring how this artistic expression reflects the socio-cultural context of the specific time and place in which it was created, consumed, and performed.

Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

Students will critically engage with the ways rock music expresses and affects the human experience. Students will demonstrate their understanding of how rock music relates to economic, political, socio-cultural, and ideological aspects of culture by synthesizing class material in order to respond to in-class iClicker questions and examinations.

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

Students will develop an analytic language to describe musical features and will also be expected to communicate effectively to explain how rock music expresses and affects the human experience. They will develop skills for analyzing the ways that ideas are communicated through rock through written means (lyrics and writing about rock), oral means (sound, music, and speeches), and visual means (visuals associated with rock, such as album covers or flyers). Students learn an analytic language for describing these features in lecture. They will demonstrate their use of this descriptive terminology in their written assignment and orally during lecture discussions. Students are evaluated on their ability to properly use this language and communicate effectively in their written assignment and by identifying proper use of terminology in iClicker questions and exams.

Teamwork (to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal):

Students complete in-class exercises in groups to collectively reach a conclusion about the relationship between music as a creative force and its context, inspired by the Think-Pair-Share method (although in groups of three or more). Activities prompted by the professor during lecture contribute to participation points and will challenge students to effectively communicate to the rest of the class in order to clearly explain and expand upon key relationships between musical style and cultural-historical context. This will be evaluated by students’ response to the iClicker prompt, demonstrating that they worked effectively with others and considered each members’ point of view in order to present a unified answer to the discussion prompt.
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Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):

Students will build intercultural competence through their understanding of the creative use and meaning of rock in multicultural communities in the U.S. and Europe. Class lectures will cover the economic, political, social, and ideological identities of various communities, giving students an understanding of the relationship between music and culture. They will build an awareness of civic responsibility by understanding how their actions directly impact people involved in music. This understanding of social and civic responsibility, and their engagement in the music community, will be evaluated by students’ responses to in-class activities, examinations, and particularly in the writing assignment which deals with human involvement in the musical experience.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.