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.

The proposed course must contain all elements of the Foundational Component Area. How does the proposed course specifically address the Foundational Component Area definition above?

MUSC 228 History of Electronic Music:
This course focuses on an appreciation and analysis of electronic music. By the end of the course, students will be able to synthesize their knowledge and skills in the interpretation and creation of electronic music works. They will also be able to creatively communicate about electronic music in an informed, critical manner.

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.

The proposed course is required to contain each element of the Core Objective.

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

Students will synthesize the ideas and techniques of the course in the interpretation and creation of sonic art works. They will write reports on their explorations into well-known key works. Additionally, the students will work in groups and create sound projects through inquiry into the methods of key practitioners via analysis and evaluation. They will write reports on their pieces.

The assessment of the reports (on pre-existing works and on the students’ original works) will include the following items:

[Note: Criteria with an “*” are especially relevant to the particular core objective of each section]

- *Factually accurate and high-quality writing (y/n)
- *Historical context (including people, dates, equipment, theories, and techniques) (y/n)
- *Connections between the piece and other well-known works in terms of theory and practice (y/n)
- *A description of the specific technologies and theories used in the piece (y/n)
- *A description of the innovations present in the piece (y/n)
- *A subjective and objective critique of the innovations’ impact on society (or possible impact, in the case of the student works) (y/n)
- A description of the students’ specific contribution to the creation of the piece (only assessed on the student-generated works) (y/n)
- *An objective and a subjective critique of the piece (y/n)

The assessment of the original pieces will include the following items:

- *Completion of the piece (y/n)
- *Significant personal contribution to the creation of the piece (y/n)
- Personally took part in the group presentation of the piece to the rest of the class (y/n)
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- Aural and visual elements in the group presentation (y/n)
- *Personally answer at least one question about the piece during the group presentation in a coherent and thoughtful manner (y/n)

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

Students will individually prepare written reports on well-known pieces. Students will also work together in groups of four to five people in order to complete two original sonic art works with accompanying individually written reports. They will provide oral presentations of their group’s creative work to the rest of the class, which will include both aural and visual supporting elements. The students will receive feedback from the instructor in order to develop their skills in all these areas.

The assessment of the reports (on pre-existing works and on the students’ original works) will include the following items:

- *Factually accurate and high-quality writing (y/n)
- *Historical context: (including people, dates, equipment, theories, and techniques) (y/n)
- *Connections between the piece and other well-known works in terms of theory and practice (y/n)
- *A description of the specific technologies and theories used in the piece (y/n)
- *A description of the innovations present in the piece (y/n)
- *A subjective and objective critique of the innovations’ impact on society (or possible impact, in the case of the student works) (y/n)
- A description of the students’ specific contribution to the creation of the piece (only assessed on the student-generated works) (y/n)
- *An objective and a subjective critique of the piece (y/n)

The assessment of the original pieces and the oral presentations will include the following items:

- *Completion of the piece (y/n)
- *Significant personal contribution to the creation of the piece (y/n)
- *Personally took part in the group presentation of the piece to the rest of the class (y/n)
- *Aural and visual elements in the group presentation (y/n)
- *Personally answer at least one question about the piece during the group presentation in a coherent and thoughtful manner (y/n)

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 will work together in teams of four to five people in order to obtain the shared purpose of completing two original electronic music works. Students will work together in their teams to generate oral presentations of their group’s creative work to the rest of the class. These oral presentations will include both aural and visual supporting elements.

The assessment of the original pieces and the oral presentations will include the following items:

- *Completion of the piece (y/n)
- *Significant personal contribution to the creation of the piece (y/n)
- *Personally took part in the group presentation of the piece to the rest of the class (y/n)
- *Aural and visual elements in the group presentation (y/n)
- Personally answer at least one question about the piece during the group presentation in a coherent and thoughtful manner (y/n)
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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 increase in intercultural competence and knowledge of civic responsibility as they engage in classroom discussions and readings about the social impact of creators and thinkers from a variety of cultures throughout the world. The students’ resulting knowledge and understanding of these topics will be assessed through quizzes. Additionally, the students will analyze and evaluate internationally renowned works, as well as on their own works, in order to critique the works’ impact on society (or possible impact, in the case of the student works). The students will compile the results of these endeavors into written reports.

Planned social responsibility topics include (but are not limited to):
- Works that deal with social interaction with the audience
- Compositions that include social commentary
- Pieces that highlight elements of a specific culture
- Dissemination of content (lossy audio compression, file sharing via the Internet)
- Conservation (acoustic ecology, artistic work preservation)
- Legal/ethical issues (copyright, digital rights management, intellectual property)

The quizzes will be graded on the number correct.

The assessment of the reports (on pre-existing works and on the students’ original works) will include the following items:
- Factually accurate and high-quality writing (y/n)
- Historical context (including people, dates, equipment, theories, and techniques) (y/n)
- Connections between the piece and other well-known works in terms of theory and practice (y/n)
- A description of the specific technologies and theories used in the piece (y/n)
- A description of the innovations present in the piece (y/n)
- A subjective and objective critique of the innovations’ impact on society (or possible impact, in the case of the student works) (y/n)
- A description of the students’ specific contribution to the creation of the piece (only assessed on the student-generated works) (y/n)
- An objective and a subjective critique of the piece (y/n)

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