

MUSC 1040 Design Decision Document

Course, Context, Learner, and Instructor Analysis

Learner Analysis

The target audience for this course are Salt Lake Community College students who are seeking both the FA and DV credits towards the general education requirements leading to Associate of Science degrees that transfer to four-year, baccalaureate granting, colleges and universities.

Course Analysis

Music 1040 – Music and Culture is a general education course at Salt Lake Community College. Students earn credits for the Fine Arts (FA) general education credit as well as the Diversity (DV) credit together in one class. The DV credit necessitates a different approach than the traditional Music 1010 – Introduction to Music course.

Has never been taught online

Context Analysis

1040 places a great emphasis on the influence of culture upon music, the influence of music upon culture, and how music is a manifestation of culture.

Diversity within cultures

Instructor Experience and Preferences

Jon has not taught MUSC 1040 before nor has he taught online. He teaches music technology. Has taught Film and Culture.

Craig has not taught MUSC 1040. He has taught MUSC 1010 online for over 10 years. He has designed and developed MUSC 1010 and is currently piloting with OER

Course Goals, Student Learning Outcomes, Learning Objectives, and Assessments

Course Name and Description

MUSC 1040 US Music and Culture

Course Goals

Design with OER. Needs to be applicable to both online and for face-to-face.

Students will be able to recognize the cultural influence on music and music's influence on culture and music is a manifestation of culture

Final project will have students identify their own musical heredity. Why do they like what they like and how their culture has impacted their choice. What are the cultural influences that draw people to certain music.

Students will learn appreciation for other cultures and music

Outcomes, Objectives, and Instructional Analysis

Please see the alignment map [here](#) to see the alignment between outcomes, objectives, and assessments.

MUSC 1040 Course Student Learning Outcome	CWSLO	FASLO	DVSLO
1.Students will demonstrate insight into the role of music in	2, 4, 5	1, 2, 3	1, 2, 3,

culture – how music both reflects and influences a culture – and the potential responsibilities of those who participate in music within society, including confronting historical incidents and examples within the American musical tradition dealing with privilege and oppression, slavery, segregation, legislation, commercialization, forced homogenization and bigotry and tackling diversity issues in present-day society.			4, 5
2.Students will synthesize information and opinions formed by drawing parallels to their own lives and experiences both with music and with individuals of diverse backgrounds.	2, 4	1, 2, 3	1, 2, 3, 4, 5
3.Students will demonstrate the development of critical listening skills and the ability to apply those critical listening skills to provide insight into issues relating to cultural diversity as they write and speak about music in America.	1, 2, 4	1, 2, 3	1, 2, 3, 4, 5
4.Students will be able to analyze and evaluate music critically, demonstrating how music content relates to its form, function, effect and society using appropriate terminology and techniques.	1, 2, 4	1, 2, 3	1, 2, 3
5.Students will articulate the fundamental elements of culture as manifest through music.	1, 3, 4, 7	1, 2, 3	1, 2
6.Students will articulate or identify the fundamental elements of music and how their use create elements of culture.	1, 3, 4, 7	1, 2, 3	1, 2

Instructional Strategies

Instructional Approach/Learning Methodologies

The course will be based on weekly modules, will be presented in videos, audio, and reading. All resources need to be OER. Discussions need to be vibrant and inclusive.

Instructional Strategies

Instructional Event	Strategies
Motivation	Grades, GE credits, popular topic with students, how it is relevant to the personal student
Content Presentation	Videos and audio, readings, articles, visual art, screencast (Camtasia), discussions
Learner Engagement	Some sync Videos and audio, finding personal music, identify difference between their music and their cultural music
Practice/Application	Listening to music outside of their preference, sharing music with other students, concert attendance (3-5 different genres)
Assessment	Quizzes, exams, discussion, response papers, final paper/project
Self-reflection	ePortfolio, Final project

Module Format:

Overview page: Introduction, readings,

Intro music sample with response - What do you think/feel about what you just heard?

Instruction pages

Assessment discussion with same music sample - What do you think/feel about the music now?

Learning Resources

OER

Instructional Technologies

OER will inform the types of technologies needed. Will be determined when materials have been identified.

High-Level Course Map

Module	Learning Outcomes	Learning Objectives	Assessments	Topics/Readings/Learning Experiences
Course Orientation	eLearning SLO: Identify expectations for the course and online learning (adapted from QM)	<ul style="list-style-type: none"> Identify how to begin the course and where to find various course components Identify the course structure Identify the purpose of the course Identify course goals and major assessments Identify school and instructor policies Identify online learning communication etiquette expectations Identify expected technical skills Identify where to find technical support and various college services Use Canvas to submit assignments and participate in discussions Use any LTIs/technology required for course 	Orientation quiz Practice Submitting Assignments Introduce Yourself Discussion Board	Course and instructor welcome Syllabus Get to Know Your Canvas Course Netiquette Learning and Technology Support
Fundamental Elements of Culture & Diversity (2 weeks)	1,2	<ul style="list-style-type: none"> Students will identify and define diversity and inclusion Reflect through discussion and writing how these concepts apply to them Students will identify how varying societies differ in their social organization and interactions and how, customs, religion, language, arts & literature, government, and economics, influence their social organization and the organization of others Students will describe three social organization structures that they belong and how they are impacted Students will identify customs and traditions of diverse and underrepresented cultures in the United 	Through appropriate multiple choice quizzes and module exam with over 80% accuracy. As each topic could be considered a chapter within the module there will probably be 6	TPD (OER resources need to be identified) Reading (TBD) Videos (TBD) Music Examples (TBD) Discussion On Canvas

		<p>States</p> <ul style="list-style-type: none"> ● Students will describe three customs or traditions of one of their current social organizations ● Students will identify and define what religion is and identify: 1) the six global religious classifications a) Buddhism b) Christianity c) Hinduism d) Islam, e) Judaism and f) Secularism and the fundamental characteristics of each ● Students will define and describe several of their own religious traditions that they currently espouse and how they differ from a few others that they associate with ● Students will identify how language and dialect affect their culture and the culture of others and stereotypes they use when dealing with others with a different primary language or dialect than their own ● Students will identify the influence of the primary language and dialect they use and the affect it has upon their growth and development ● Students will identify how varying societies differ in their art and literature and how, customs, traditions, religion, language, government, and economics, influence their own life and the life others ● Students will discuss several stereotypes of people that choose to participate in different types of music and literature and the stereotypes of their own choices of music ● Students will identify how differing forms of government affect their own culture and the culture of others and stereotypes they use when dealing with others with a different primary language or dialect than their own ● Students will discuss the influence of the American Democracy upon their own personal cultures and affect other governmental traditions may have upon others beliefs of governance ● Students will identify how differing forms of government affect their own culture and the culture of others and stereotypes they use when dealing with others with a different primary language or dialect than their own ● Students will discuss the influence of the American Democracy upon their own personal cultures and affect other governmental traditions may have upon others beliefs of governance 	<p>short quizzes. One per chapter on 1) Social Organization; 2) Traditions; 3) Religion; 4) Language & Dialect; 5) Art & Literature; and 6) Government.</p> <p>Through discussion and according to a designed rubric</p>	
<p>3 The Fundamental Elements of Music (2 weeks)</p>	<p>3,5,6</p>	<ul style="list-style-type: none"> ● Students will identify the culture that the pre-assigned music compositions are created in and some of the characteristics of that culture ● Students will identify how repetition and contrast create the element of form in music. ● Students will be able to identify some standard 	<p>Through appropriate multiple choice quizzes and module exam with over 80%</p>	<p>TPD (OER resources need to be identified)</p> <p>Chapters 1-6 from the SLCC Music</p>

<p>Exam 1 Preparation (Week 6)</p>		<p>formal structures of music through listening to predetermined music examples</p> <ul style="list-style-type: none"> ● Students will be able to identify the fundamental elements of rhythm as meter, tempo, division and subdivision. ● Students will identify the fundamental rhythm elements as they listen to predetermined selections of music. ● Students will be able to identify fundamental elements of melody as pitch, rhythm, and contour. ● Students will be able to identify the fundamental elements of music notation and reading ● Students will identify the fundamental elements of harmony as scales, chords, key, and the major & minor modalities. ● Students will discriminate between the major and minor modalities ● Students will identify a few basic scales and basic chords ● Students will explain the importance of key and the tempered scale in the creation of music ● Students will identify the concepts of volume, amplitude, and musical instructions regarding volume ● Students will identify volume levels using the music vocabulary ● Students will identify the fundamental principles of pitch, overtones and volume are use to create timbre in sounds ● Students will identify the types of ensembles that are performing ● Students will identify the instruments be performed and classify them according to the traditional classifications of Strings, Woodwinds, Brass, Percussion, and voice ● Students will identify the instruments be performed and classify them according to the Sachs-Hornbostel classification system ● Students will identify the music as either monophonic, polyphonic, homophonic, or homorhythmic ● Students will classify the rhythmic and rhyming structures of the text within the music 	<p>accuracy.</p> <p>As there are 6 chapters, there will be 6 low-stakes quizzes covering this material.</p> <p>Following the chapters on Sociology and Music Fundamentals a high stakes exam will be given covering the these first two units made up of questions from the earlier quizzes.</p> <p>Through discussion and according to a designed rubric</p>	<p>1010 Online course that covers this material.</p> <p>Readings (TBD)</p> <p>Audio Examples (TBD)</p> <p>Video (TBD)</p>
<p>4 Anglo-Celtic-American Traditions Week 7</p>	<p>1-6</p>	<ul style="list-style-type: none"> ● Students will identify the cultural influences associated with the selected music ● Students will identify the eight fundamentals of music contained in the music ● Students will discuss how this knowledge expands their self-identity and their association and acceptance of others ● Students will identify the fundamental cultural and fundamental music influences associated with the 	<p>Through appropriate multiple choice quizzes and module exam with over 80% accuracy.</p> <p>Standard Multiple</p>	<p>TPD (OER resources need to be identified)</p> <p>Readings (TBD)</p> <p>Audio Examples (TBD)</p>

		selected music	Choice or matching type of quiz featuring several listening examples. Through discussion and according to a designed rubric	Video (TBD)
5 African-American Traditions Week 7	1-6	<ul style="list-style-type: none"> Students will identify the cultural influences associated with the selected music Students will identify the eight fundamentals of music contained in the music Students will discuss how this knowledge expands their self-identity and their association and acceptance of others Students will identify the fundamental cultural and fundamental music influences associated with the selected music 	Through appropriate multiple choice quizzes and module exam with over 80% accuracy. Standard Multiple Choice or matching type of quiz featuring several listening examples. Through discussion and according to a designed rubric	TPD (OER resources need to be identified) Readings (TBD) Audio Examples (TBD) Video (TBD)
6 Native American Traditions Week 8	1-6	<ul style="list-style-type: none"> Students will identify the cultural influences associated with the selected music Students will identify the eight fundamentals of music contained in the music Students will discuss how this knowledge expands their self-identity and their association and acceptance of others Students will identify the fundamental cultural and fundamental music influences associated with the selected music 	Through appropriate multiple choice quizzes and module exam with over 80% accuracy. Standard Multiple Choice or matching type of quiz featuring several listening examples. Through discussion and according to a designed rubric	TPD (OER resources need to be identified) Readings (TBD) Audio Examples (TBD) Video (TBD)
7 Hispanic &	1-6	<ul style="list-style-type: none"> Students will identify the cultural influences associated with the selected music 	Through appropriate	TPD (OER resources need to

Latino-American Traditions Week 8		<ul style="list-style-type: none"> • Students will identify the eight fundamentals of music contained in the music • Students will discuss how this knowledge expands their self-identity and their association and acceptance of others • Students will identify the fundamental cultural and fundamental music influences associated with the selected music 	multiple choice quizzes and module exam with over 80% accuracy. Standard Multiple Choice or matching type of quiz featuring several listening examples. Through discussion and according to a designed rubric	be identified) Readings (TBD) Audio Examples (TBD) Video (TBD)
8 Traditions of the Mississippi Delta Week 9	1-6	<ul style="list-style-type: none"> • Students will identify the cultural influences associated with the selected music • Students will identify the eight fundamentals of music contained in the music • Students will discuss how this knowledge expands their self-identity and their association and acceptance of others • Students will identify the fundamental cultural and fundamental music influences associated with the selected music 	Through appropriate multiple choice quizzes and module exam with over 80% accuracy. Standard Multiple Choice or matching type of quiz featuring several listening examples. Through discussion and according to a designed rubric	TPD (OER resources need to be identified) Readings (TBD) Audio Examples (TBD) Video (TBD)
9 Scandinavian-American Traditions of the Northern Midwest United States Week 9	1-6	<ul style="list-style-type: none"> • Students will identify the cultural influences associated with the selected music • Students will identify the eight fundamentals of music contained in the music • Students will discuss how this knowledge expands their self-identity and their association and acceptance of others • Students will identify the fundamental cultural and fundamental music influences associated with the selected music 	Through appropriate multiple choice quizzes and module exam with over 80% accuracy. Standard Multiple Choice or matching type of quiz featuring several listening examples.	TPD (OER resources need to be identified) Readings (TBD) Audio Examples (TBD) Video (TBD)

			Through discussion and according to a designed rubric	
10 Asian-American Traditions Week 9 Exam 2 Week 10	1-6	<ul style="list-style-type: none"> • Students will identify the cultural influences associated with the selected music • Students will identify the eight fundamentals of music contained in the music • Students will discuss how this knowledge expands their self-identity and their association and acceptance of others • Students will identify the fundamental cultural and fundamental music influences associated with the selected music 	<p>Through appropriate multiple choice quizzes and module exam with over 80% accuracy.</p> <p>Standard Multiple Choice or matching type of quiz featuring several listening examples.</p> <p>Standard Multiple Choice or matching type of quiz.</p> <p>Through discussion and according to a designed rubric.</p> <p>Having completed 6 of the units, Exam 2, a high-stakes exam covering material from the previous 6 units with questions from the quizzes will be given to show mastery of the cultural and musical influences.</p>	<p>TPD (OER resources need to be identified)</p> <p>Readings (TBD)</p> <p>Audio Examples (TBD)</p> <p>Video (TBD)</p>
Final Semester Project Week 11		<ul style="list-style-type: none"> • Students will produce a paper and/or presentation defining their own personal musical culture and how the music relates to those around them • Students will produce a timed listening guide for 12-15 minutes of “their” Music as part of the presentation pointing the significant elements within the music. (Could be nine listening guides, one for each element) • Students will produce the presentation according to 	<p>Presentation with storyline and information in presenter’s notes.</p> <p>Students may give the presentation using a program like screencast-o-</p>	<p>Semester Paper</p> <p>Semester PowerPoint (or other presentation program)</p> <p>Presentation.</p> <p>Listening</p>

		best practices of presentations	<p>matic.</p> <p>Discussion - (Group Assignment) Students will share their presentation with 4 other students in a group and will provide commentary on the other students presentations.</p> <p>The presentation is early in the semester so that students can learn and improve from mistakes.</p>	Examples.
<p>11 Traditions of the Rural South</p> <p>Week 12</p>	1-6	<ul style="list-style-type: none"> • Students will identify the cultural influences associated with the selected music • Students will identify the eight fundamentals of music contained in the music • Students will discuss how this knowledge expands their self-identity and their association and acceptance of others • Students will identify the fundamental cultural and fundamental music influences associated with the selected music 	<p>Through appropriate multiple choice quizzes and module exam with over 80% accuracy.</p> <p>Standard Multiple Choice or matching type of quiz featuring several listening examples.</p> <p>Through discussion and according to a designed rubric</p>	<p>TPD (OER resources need to be identified)</p> <p>Readings (TBD)</p> <p>Audio Examples (TBD)</p> <p>Video (TBD)</p>
<p>12 Music & Culture Influenced By Religion</p> <p>Week 12</p>	1-6	<ul style="list-style-type: none"> • Students will identify the cultural influences associated with the selected music • Students will identify the eight fundamentals of music contained in the music • Students will discuss how this knowledge expands their self-identity and their association and acceptance of others • Students will identify the fundamental cultural and fundamental music influences associated with the selected music 	<p>Through appropriate multiple choice quizzes and module exam with over 80% accuracy.</p> <p>Standard Multiple Choice or matching type of</p>	<p>TPD (OER resources need to be identified)</p> <p>Readings (TBD)</p> <p>Audio Examples (TBD)</p> <p>Video (TBD)</p>

			<p>quiz featuring several listening examples.</p> <p>Through discussion and according to a designed rubric</p>	
<p>13 Popular & Folk Music</p> <p>Week 13</p>	1-6	<ul style="list-style-type: none"> • Students will identify the cultural influences associated with the selected music • Students will identify the eight fundamentals of music contained in the music • Students will discuss how this knowledge expands their self-identity and their association and acceptance of others • Students will identify the fundamental cultural and fundamental music influences associated with the selected music 	<p>Through appropriate multiple choice quizzes and module exam with over 80% accuracy.</p> <p>Standard Multiple Choice or matching type of quiz featuring several listening examples.</p> <p>Through discussion and according to a designed rubric</p>	<p>TPD (OER resources need to be identified)</p> <p>Readings (TBD)</p> <p>Audio Examples (TBD)</p> <p>Video (TBD)</p>
<p>14 Musical Theater & Film</p> <p>Week 13</p>	1-6	<ul style="list-style-type: none"> • Students will identify the cultural influences associated with the selected music • Students will identify the eight fundamentals of music contained in the music • Students will discuss how this knowledge expands their self-identity and their association and acceptance of others • Students will identify the fundamental cultural and fundamental music influences associated with the selected music 	<p>Through appropriate multiple choice quizzes and module exam with over 80% accuracy.</p> <p>Standard Multiple Choice or matching type of quiz featuring several listening examples.</p> <p>Through discussion and according to a designed rubric</p>	<p>TPD (OER resources need to be identified)</p> <p>Readings (TBD)</p> <p>Audio Examples (TBD)</p> <p>Video (TBD)</p>
<p>15 Jazz</p>	1-6	<ul style="list-style-type: none"> • Students will identify the cultural influences associated with the selected music 	Through appropriate	TPD (OER resources need to

<p>Traditions - The Past and the Present</p> <p>Week 14</p>		<ul style="list-style-type: none"> • Students will identify the eight fundamentals of music contained in the music • Students will discuss how this knowledge expands their self-identity and their association and acceptance of others • Students will identify the fundamental cultural and fundamental music influences associated with the selected music 	<p>multiple choice quizzes and module exam with over 80% accuracy.</p> <p>Standard Multiple Choice or matching type of quiz featuring several listening examples.</p> <p>Through discussion and according to a designed rubric</p>	<p>be identified)</p> <p>Readings (TBD)</p> <p>Audio Examples (TBD)</p> <p>Video (TBD)</p>
<p>16 Classical (European) Music Traditions</p> <p>Week 14</p> <p>Exam 3</p> <p>Week 15</p>	<p>1-6</p>	<ul style="list-style-type: none"> • Students will identify the cultural influences associated with the selected music • Students will identify the eight fundamentals of music contained in the music • Students will discuss how this knowledge expands their self-identity and their association and acceptance of others • Students will identify the fundamental cultural and fundamental music influences associated with the selected music 	<p>Through appropriate multiple choice quizzes and module exam with over 80%</p> <p>Standard Multiple Choice or matching type of quiz featuring several listening examples.</p> <p>Through discussion and according to a designed rubric</p> <p>Having completed 7 of the units, Exam 3, a high-stakes exam covering material from the previous 6 units with questions from the quizzes will be given to show mastery of the cultural and musical influences.</p>	<p>TPD (OER resources need to be identified)</p> <p>Readings (TBD)</p> <p>Audio Examples (TBD)</p> <p>Video (TBD)</p>

Notes about assessments:

Low-stakes quizzes

Exams

Concert attendance

Summative Project w/ peer review

Discussion

Universal template for music samples