

MUSI 2301: FILM MUSIC APPRECIATION

Instructor: Dr. Jack Unzicker

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Students are required to use their official UT Arlington e-mail address for all university-related business.

Office Hours: TBA

Section Information: MUSI 2301.001

Time and Place of Class Meetings: 1:00-1:50pm Mondays, Wednesdays, and Fridays, Fine Arts Building, Room 303

Course Prerequisites: No prerequisites

Course Description: This course satisfies the University of Texas at Arlington core curriculum requirement in Creative Arts. The purpose of this course is to develop music appreciation and listening skills through the study and analysis of the history and stylistic development of film music during the 20th and 21st Centuries.

The class traces the history and development of film music through reading, lecture, discussion, and film viewing. The class studies the process of film scoring and how music and its relationship to film have changed over the last century. Class includes discussion and evaluation of different compositional styles and learning to listen analytically and critically to film scores while viewing films.

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

LEARNING OUTCOMES IN RELATION TO LEARNING OBJECTIVES

Objective: Critical Thinking Skills	
Outcome	<ul style="list-style-type: none">• 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 identify the characteristics and evolution of film music from each decade of the 20th Century - present.• Through the aural analysis of the different elements of music and their interaction, students will be able to identify major film composers and seminal scores from the 20th Century - present.• 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 key scenes in selected representative films from the 20th Century - present.
Learning Venue	<ul style="list-style-type: none">• Lectures• Class Discussions• Discussion Forums (Blackboard)• Assigned Readings• Film Screenings: in and out of class
Assessment Method	<ul style="list-style-type: none">• Quizzes• Exams• Research Paper
Objective: Communication Skills	
Outcome	<ul style="list-style-type: none">• Students will develop a vocabulary and the ability to communicate about and differentiate the characteristics, components, influences, and historical trends of film music.• Students will be able to aurally identify specific musical characteristics, express what they hear verbally and in writing, and identify the composer, film, genre, and date.• Students will acquire a basic vocabulary and understanding of filmmaking, editing, and cinematography, in order to identify specific techniques and the intended emotional reaction of the audience.
Learning Venue	<ul style="list-style-type: none">• Lectures• In-Class and On-Line (Blackboard) Discussions• Assigned Readings

Assessment Method	<ul style="list-style-type: none"> • Attendance and Participation In Class • Participation within On-Line Forums (Blackboard) • Quizzes • Exams • Research Paper
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Objective: Team Work

Outcome	<ul style="list-style-type: none"> • Students will participate in discussions related to film screening and film score analysis, in order to articulate, verbally and in writing, their individual and collective emotional and aesthetic responses to differing artistic choices and techniques made by directors and composers.
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Learning Venue	<ul style="list-style-type: none"> • Lectures • In-Class and On-Line (Blackboard) Discussions • Assigned Readings • Research Paper
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Assessment Method	<ul style="list-style-type: none"> • Attendance and Participation In Class • Participation within On-Line Forums (Blackboard) • Research Paper
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Objective: Social Responsibility

Outcome	<ul style="list-style-type: none"> • Students will study the impact of society in music and the impact of music in society. • Students will study social topics of the 20th Century, such as racism, war, alcoholism, sexism, etc., that correspond with changes in musical styles, such as Post-War Modernism. • Students will gain insight into the varied effect of the arts on each individual, and how that relates to their breadth of experience, comprehension of style, and aesthetic tastes.
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Learning Venue	<ul style="list-style-type: none"> • Lectures • In-Class and On-Line (Blackboard) Discussions • Assigned Readings • Research Paper
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Assessment Method	<ul style="list-style-type: none"> • Attendance and Participation In Class • Participation within On-Line Forums (Blackboard) • Exams • Quizzes • Research Paper
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Required Textbooks and Other Course Materials:

Hickman, Roger. Reel Music: Exploring 100 Years of Film Music. New York: Norton and Company, 2006.

Blackboard: <https://elearn.uta.edu/>

Students are responsible for viewing the films to be studied in this course. The films will be available on reserve at the Fine Arts and Architecture Library. Many of the films are also available for rental and viewing through popular services, such as Netflix, Blockbuster, Amazon Video, Google Play, YouTube, etc.

ATTENDANCE

- Attendance and professional behavior are expected in this class. There will be many ways to take attendance: at beginning, middle or end of the class.
Unexcused absences will impact greatly your grade.
- Some examples of unexcused absences are: alarm clock not functioning, car troubles, illness without a doctor's note, etc. For these instances students will be **allowed three unexcused absences during the semester.**
- In the event of a medical or personal emergency, please inform me by e-mail as soon as possible. **Depending on the type of emergency I will decide if the absence is 'excused' or 'unexcused'.**
- The following table describes the impact of unexcused absences:

4 th unexcused absence	1 point of your final grade
5 th unexcused absence	2 points of your final grade
6 th unexcused absence	3 points of your final grade
7 th unexcused absence	5 points of your final grade
8 th unexcused absence	8 points of your final grade
9 th unexcused absence	11 points of your final grade
10 th unexcused absence	14 points of your final grade
11 th unexcused absence	18 points of your final grade
12 th unexcused absence	20 points of your final grade
13 th unexcused absence	22 points of your final grade
14 th unexcused absence	24 points of your final grade
15 th unexcused absence	26 points of your final grade
16 th unexcused absence	28 points of your final grade
17 th unexcused absence	automatic F

PARTIAL ATTENDANCE (TARDY)

- If a student arrives late he/she can still receive Partial Attendance credit (Tardy) provided the student arrives no later than 20 minutes after the beginning of the class.
- Students not attending at least 30 minutes of each class will not receive even partial attendance for that class.
- **Three instances of tardiness will equal one unexcused absence.**

In the case of **University Authorized Absences**, the student must contact the instructor, **in writing**, at least one week in advance of the excused absence and arrange with the instructor a scheduled time in which to complete any examinations that occur during the scheduled absence. Instructors will provide those students an opportunity to complete the work the work early or otherwise adjust the grading to ensure that the student is not penalized for the absence. Failure to notify the instructor or failure to comply with the arrangements to complete the examination will void the excused absence.

Descriptions of major assignments and examinations:

GRADING

The grading will be a combination of exams, graded assignments, and short quizzes:

Exam 1:	20%
Exam 2	20%
Exam 3	20%
Exam 4	20%
Exam 5	20%
(The lowest of the tests will be dropped. Therefore the total of tests will be 80%)	
Assignments, Quizzes and Exercises	10%
Signature Assignment Paper	10%
TOTAL	100%

TABLE OF GRADES

A	90-100
B	80-89.99
C	70-79.99
D	60-69.99
F	0-59.99

Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels.

GRADE GRIEVANCES

Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current University Catalog.

<http://catalog.uta.edu/academicregulations/grades/#undergraduatetext>

EXAMS

Exams will take place in the classroom. Assignments, quizzes and group research will be graded through BLACKBOARD. **You are required to check BLACKBOARD at least twice a week.**

Make up exams are not offered for unexcused absences. In case of a justified absence the instructor will decide how to make up for the test. Some of the options include: oral test, written essay, or average of previous tests.

SIGNATURE ASSIGNMENT PAPER

Students need to complete a research paper. This project takes the form of a paper produced by team of students. The project includes analyzing, comparing, and contrasting two film scores by two different composers, one released before 1990, and one after 1990. The task will focus on compositional techniques and styles, similarities and differences. The paper will also allow students to develop team-working skills. **More detailed information about this paper is found in the appendix to the syllabus.**

CLASS TOPICS / SCHEDULE

(These are tentative dates and are subject to change)

Date	Topic	Content
Week 1	Introduction	Description of the class, syllabus, and assignments
Week 2	Setting the Stage for Film Music	Wagner and the music of the late-19 th Century, Early Films and Their Music, Elements of Music, Music Vocabulary, and Critical Listening Skills, Chapters 1-6
Week 2	Deadline	Formation of groups for Research Paper
Week 3	Test I	History of Film Music, Wagner, Musical Elements, Early Films through 1919, Ch. 1-6
Week 4	Silent Film and Transition to Sound	1920-1933, Ch. 7-10, Silent Films, Transition to Sound, <i>King Kong</i>
Week 4	Deadline	Selection and submission of films and composers for Research Paper
Week 5	The Early Years of Sound, Golden Age	Ch. 8-12, <i>Robin Hood</i> , <i>Of Mice and Men</i> ,
Week 6	Modern Voices	Ch. 13-14, <i>Casablanca</i>
Week 6	Test II	Ch. 7-14, <i>King Kong</i> , <i>Robin Hood</i> , <i>Of Mice and Men</i> , <i>Casablanca</i> , <i>Steiner</i> , <i>Korngold</i> , <i>Copland</i> .
Week 7	Postwar Trends	Ch. 15, <i>Laura</i> , <i>The Lost Weekend</i>

Week 8	Country, Rock, and All That Jazz, Expanding Modern Styles, The Close of the Decade	Ch. 16-18, <i>High Noon</i> , <i>On The Waterfront</i>
Week 9	New American Cinema, Declining Traditions, The Emerging New Era	Ch. 20-22, <i>Psycho</i> , <i>To Kill a Mockingbird</i>
Week 10	New American Cinema, Declining Traditions, The Emerging New Era	Ch. 20-22, <i>The Magnificent Seven</i> , <i>The Graduate</i>
Week 11	Test III	Ch. 15-19, 21-22, <i>Laura</i> , <i>The Lost Weekend</i> , <i>High Noon</i> , <i>On The Waterfront</i> , <i>Psycho</i> , <i>To Kill a Mockingbird</i> , <i>The Magnificent Seven</i> , <i>The Graduate</i> , <i>Raksin</i> , <i>Rosza</i> , <i>Tiomkin</i> , <i>L. Bernstein</i> , <i>Herrmann</i> , <i>Newman</i> , <i>E. Bernstein</i> , <i>Grusin</i> , <i>Simon</i> , <i>Garfunkel</i>
Week 12	Crises Years, Moving Forward	Ch. 23-24, <i>2001: A Space Odyssey</i> , <i>The Planet of the Apes</i> , <i>Chinatown</i>
Week 13	Moving Forward, Postmodernism	Ch. 24-25, 27-29, <i>Jaws</i> , <i>Star Wars</i> , <i>Witness</i>
Week 14	Test IV	Ch. 23-25, 27-29, <i>2001: A Space Odyssey</i> , <i>The Planet of the Apes</i> , <i>Chinatown</i> , <i>Jaws</i> , <i>Star Wars</i> , <i>Witness</i>
Week 14	Popular Music and Eclectic Scores, The New Millennium	Ch. 31-32, 34, <i>The Matrix</i> , <i>Requiem for a Dream</i> , <i>WALL-E</i>
Week 14	Deadline	Submission of Research Paper (blackboard)
Week 15	The New Millennium	<i>Inception</i> , <i>The Social Network</i> , <i>The Artist</i>
Final Exam Week	Test V	Ch. 31-32, 34, <i>The Matrix</i> , <i>Requiem for a Dream</i> , <i>WALL-E</i> , <i>Inception</i> , <i>The Social Network</i> , <i>The Artist</i> , <i>Davis</i> , <i>Mansell</i> , <i>T. Newman</i> , <i>Zimmer</i> , <i>Reznor</i> , <i>Bourne</i>

EXPECTATIONS FOR OUT-OF-CLASS STUDY

A general rule of thumb is this: for every credit hour earned, a student should spend 3 hours per week working outside of class. Hence, this course has minimum expectation of 9 hours of reading, study, film viewing, etc.

Electronics: Computers may be used in class for note taking only. Phone usage is not permitted during class, except in extraordinary circumstances that should be discussed with the instructor prior to class. Other uses of computers and phones during class are disruptive. Disruptive students will be dismissed from class and will be marked absent (See Attendance Policy above).

Course content issues: This course will observe the university's guidelines for avoiding sexual harassment. However, because the arts often imitate and represent human living and because sexuality, politics, religion, and personal ethics are all part of life, some materials in this course may deal with sexual, political, religious, or ethical behaviors, situations, or language. People offended by such subjects may want to reconsider taking this course.

NOTICE: The instructor reserves the right to alter this syllabus to suit the individual needs of this class and to comply with any University policy changes. The instructor will post a notification of any changes to the Blackboard homepage.

COLLEGE/UNIVERSITY GENERAL POLICIES

HONOR CODE

Students enrolled in this course are expected to follow the UTA 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.

ACADEMIC DISHONESTY

The University of Texas at Arlington adheres to a strict code prohibiting academic dishonesty including "plagiarism, collusion, the submission for credit of any work or material that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts." (Regents' Rules and Regulations, Part One, Chapter VI, Section 3, Subsection 3.2, Subdivision 3.22)

ADA (AMERICANS WITH DISABILITIES ACT)

Anyone with a disability which may require accommodation or some modification of seating, testing, or other class requirements. It is the responsibility of the student to inform the faculty and "provide the authorized documentation through designated administrative channels."

STUDENT SUPPORT SERVICES AVAILABLE

The University of Texas at 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. These resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals to resources for any reason, students may contact the Maverick Resource Hotline at 817-272-6107 or visit www.uta.edu/resources for more information.

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/>).

TITLE IX

The University of Texas at Arlington is committed to upholding U.S. Federal Law “Title IX” such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit www.uta.edu/titleIX.

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 (please notice that there are two extra exits on both sides of the large screen in front of the room). 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.

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.

WRITING CENTER

The Writing Center, 411 Central Library, offers individual 40 minute sessions to review assignments, *Quick Hits* (5-10 minute quick answers to questions), and workshops on grammar and specific writing projects. Visit <https://uta.mywconline.com/> to register and make appointments. For hours, information about the writing workshops we offer, scheduling a classroom visit, and descriptions of the services we offer undergraduates, graduate students, and faculty members, please visit our website at www.uta.edu/owl/.

APPENDIX

Film Music Appreciation MUSI 2301 **Signature Assignment Paper** *Historical Film Music and 'My' Film Music*

Project Description

This project takes the form of a paper produced by a team of students. The project includes analyzing, comparing, and contrasting two film scores by two different composers, one released before 1990, and one after 1990. The task will focus on compositional techniques and styles, similarities and differences. The paper will also allow students to develop team-working skills.

The Pieces

Students will select two films to be compared and contrasted. One of the films must have been released before 1990, not studied in class, and is preferably critically acclaimed and unknown to a majority of the team. The other film should be contemporary, also critically acclaimed or be a favorite film score of many in the team. The instructor must approve the film choices.

Sections of the Paper

Title

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

Abstract / Introduction

In this section students should briefly describe the films, scores, and composers, the methods used to analyze them, the main findings of the analysis, and potential links found between the compositions. This section should not be longer than 200 words.

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 style, historical period, information about composers, directors, other films of the same period, other scores or compositions by the composer, etc.

Musical Analysis

Students will analyze the scores focusing on at least two of the following elements: underscoring, orchestration, use of leitmotiv and/or themes, genre and style, influences.

Students must create cue sheets which detail: Timings of the beginning and ending of each cue, description of the music in each cue, such as

orchestration, themes, songs, musical elements, such as dynamics, rhythm, tempo, ostinato, tension, etc.

Social Impact

Students will discuss their understanding about the role of these films in society, during the period of the each film's release. This discussion should include an explanation of social trends and the films role in either influencing those trends and/or the film's depiction of society during its period in history.

Comparison/Contrasting of the Films

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 5 printed sources).

Mechanics of the Project and Deadlines

1. Forming the groups (deadline: Week 2)

- The instructor will create the groups but will offer some room for adjustments. Groups of around 5-10 students each will be finalized by the deadline.

2. Selection and submission of pieces (deadline: Week 4)

- Within the team students propose, discuss, and select the two pieces
- Pieces are submitted for approval to the instructor (through Blackboard)
- 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 14)

- Projects will be submitted in *Blackboard*.

- 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).

Format

- The body of the paper, not including the cue sheet, will be between 2000-2500 words.
- Please use academic relevant sources. Online sources are allowed but students should consult at least five printed sources.
- In case you use online sources try to stay with academically sound sources such as *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 will be submitted with the help of *Blackboard's SafeAssign* (<http://www.uta.edu/blackboard/students/course-faq.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 1.5 line 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 Competency
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: Rubrics¹

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

Point Value	Detailed Description of Point Assessment	Simple Explanation
5	<p>A paper scoring a 5 demonstrates the following:</p> <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	excellent

¹ 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>), and Core Course Assessment Plan, Creative Arts Component, University of Texas San Antonio.

4	<p>A paper scoring a 4 demonstrates the following:</p> <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 	good
3	<p>A paper scoring a 3 demonstrates the following:</p> <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 	competent
2	<p>A paper scoring a 2 demonstrates the following:</p> <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 	marginal
1	<p>A paper scoring a 1 demonstrates the following:</p> <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 • Vocal Delivery (if oral presentation): Is obviously unrehearsed in its delivery • Nonverbal (if oral presentation): Is read and mannerisms distract 	poor
0	<p>A paper scoring a 0 does not reach the characteristics described above</p>	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, 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.

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.	Simple Explanation excellent

4	<p>A paper scoring a 4 demonstrates the following:</p> <ul style="list-style-type: none"> • 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	<p>A paper scoring a 3 demonstrates the following:</p> <p>Inquiry: An accurate examination of a matter through the interpretation of evidence, instructions, problems, tasks, etc.</p> <p>Analysis: Identifies and presents accurate explanations of complex analyses OR identifies appropriate problem-solving methods.</p> <p>Synthesis: Identifies, organizes, and evaluates accurate arguments OR presents connected ideas.</p> <p>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.</p>	competent
2	<p>A paper scoring a 2 demonstrates the following:</p> <ul style="list-style-type: none"> • 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	<p>A paper scoring a 1 demonstrates the following:</p> <ul style="list-style-type: none"> • 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 	poor

	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 above	extremely poor

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 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	<p>An paper scoring a 5 consistently demonstrates the following:</p> <ul style="list-style-type: none"> • 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	<p>An artifact scoring a 4 demonstrates the following:</p> <p>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.</p> <p>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.</p> <p>Self Management: Demonstrates a good work ethic by meeting all deadlines, prioritizing personal projects, and generally focusing on all assigned tasks.</p>	good
3	<p>A paper scoring a 3 demonstrates the following:</p> <ul style="list-style-type: none"> • 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 	competent

	not distract other group members from the task at hand.	
2	<p>An paper scoring a 2 demonstrates the following:</p> <ul style="list-style-type: none"> • 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. 	marginal
1	<p>An paper scoring a 1 demonstrates the following:</p> <ul style="list-style-type: none"> • 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
0	A paper scoring a 0 does not reach the characteristics described above	extremely poor

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 (Please Print)	Contribution Rating <i>Low (0) High (5)</i>	Cooperation Rating <i>Low (0) High (5)</i>	Self-Management Rating <i>Low (0) High (5)</i>
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:			
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:			
Rating			

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

RATING	CONTRIBUTION	COOPERATION	SELF MANAGEMENT
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

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 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	<p>A paper scoring a 5 consistently demonstrates the following:</p> <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	<p>A paper scoring a 4 consistently demonstrates the following:</p> <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	<p>A paper scoring a 3 consistently demonstrates the following:</p> <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	<p>A paper scoring a 2 consistently demonstrates the following:</p> <ul style="list-style-type: none"> • 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	<p>A paper scoring a 2 consistently demonstrates the following:</p> <ul style="list-style-type: none"> • 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
0	A paper scoring a 0 does not refer to the aspects of music and society.	extremely poor