

Eastern Illinois University
New/Revised Course Proposal Format
(Approved by CAA on 4/3/14 and CGS on 4/15/14, Effective Fall 2014)

CGS Agenda Item: 19-40
Effective Spring 2020

Banner/Catalog Information (Coversheet)

1. ☒ **New Course** or ☐ **Revision of Existing Course**
2. **Course prefix and number:** MUS 5201
3. **Short title:** Orchestral Rep Performance
4. **Long title:** Orchestral Repertoire Performance for Brass, Winds, and Percussion
5. **Hours per week:** 2 **Class** 0 **Lab** 2 **Credit**
6. **Terms:** Fall Spring Summer ☒ On demand
7. **Initial term:** Fall ☒ Spring Summer Year: 2020
8. **Catalog course description:** Students will engage in an in-depth study of the orchestral masterworks, which will include score study, listening assignments, historical performance practice instruction, and performing core repertoire excerpts from larger orchestral works. Particular attention will be paid to the stylistic and performance practice nuances that are specific to each time period, composer, and work.

9. Course attributes:

General education component: NA

Cultural diversity Honors Writing centered Writing intensive
 Writing active

10. Instructional delivery

Type of Course:

☒ Lecture ☐ Lab ☐ Lecture/lab combined ☐ Independent study/research
☐ Internship ☐ Performance ☐ Practicum/clinical ☐ Other, specify:

Mode(s) of Delivery:

☒ Face to Face ☐ Online ☐ Study Abroad
☐ Hybrid, specify approximate amount of on-line and face-to-face instruction

- 11. Course(s) to be deleted from the catalog once this course is approved.** NA

- 12. Equivalent course(s):**

a. Are students allowed to take equivalent course(s) for credit? Yes ☒ No

13. Prerequisite(s):

a. Can prerequisite be taken concurrently? ☐ Yes ☐ No

b. Minimum grade required for the prerequisite course(s)? ☐

c. Use Banner coding to enforce prerequisite course(s)? ☐ Yes ☐ No

d. Who may waive prerequisite(s)?

☐ No one ☒ Chair ☐ Instructor ☐ Advisor ☐ Other (specify)

14. Co-requisite(s):

☐ NA ☐

15. Enrollment restrictions

a. Degrees, colleges, majors, levels, classes which may take the course: ☐ Music
Graduate Students

b. Degrees, colleges, majors, levels, classes which may not take the course: No Others

16. Repeat status: ☐ May not be repeated ☒ May be repeated once with credit

17. Enter the limit, if any, on hours which may be applied to a major or minor: 4

18. Grading methods: ☒ Standard ☐ CR/NC ☐ Audit ☐ ABC/NC

19. Special grading provisions: NA

☐ Grade for course will not count in a student's grade point average.

☐ Grade for course will not count in hours toward graduation.

☐ Grade for course will be removed from GPA if student already has credit for or is registered in: ☐

☐ Credit hours for course will be removed from student's hours toward graduation if student already has credit for or is registered in: ☐

20. Additional costs to students:

Supplemental Materials or Software ☐ NA ☐

Course Fee ☐ No ☒ Yes, Explain if yes: \$20 for electronic access to music scores and parts.

21. Community college transfer:

☐ A community college course may be judged equivalent.

☒ A community college may not be judged equivalent.

Note: Upper division credit (3000+) will not be granted for a community college course, even if the content is judged to be equivalent.

Rationale, Justifications, and Assurances (Part I)

1. ☐ Course is required for the major(s) of _____
☐ Course is required for the minor(s) of _____
☐ Course is required for the certificate program(s) of _____
☒ Course is used as an elective

2. **Rationale for proposal:** This course provides a practical application of historical concepts and stylistic traits of the historical periods studied in the Music History sequence. In addition to a performance component, students will explore the various periods in music history more in-depth through listening assignments, writing assignments, guided discussion in class, and a culminating research project.

3. **Justifications for (answer N/A if not applicable)**
Similarity to other courses: NA
Prerequisites: NA
Co-requisites: NA
Enrollment restrictions: Graduate Student Music Majors– This course will require high-level music reading and interpretation, critical listening assignments, and practical application of historical knowledge through performances on each student's primary instrument.
Writing active, intensive, centered: NA

4. **General education assurances (answer N/A if not applicable) NA**
General education component: N/A
Curriculum: N/A
Instruction: N/A
Assessment: N/A

5. **Online/Hybrid delivery justification & assurances (answer N/A if not applicable) NA**
Online or hybrid delivery justification: N/A
Instruction: N/A
Integrity: N/A
Interaction: N/A

Model Syllabus (Part II)

Please include the following information:

1. Course number and title: MUS 5201–Orchestral Repertoire Performance for Brass, Winds, and Percussion
2. Catalog description: Students will engage in an in-depth study of the orchestral masterworks, which will include score study, listening assignments, historical performance practice instruction, and performing core repertoire excerpts from larger orchestral works. Particular attention will be paid to the stylistic and performance practice nuances that are specific to each time period, composer, and work.
3. Learning objectives.
 - 1) The student will advance their theoretical understanding of the historical and performance practices associated with orchestral repertoire and the various masterworks composers represented in the canon. (Graduate Learning Goals: A depth of content knowledge, Critical thinking and problem solving skills)
 - 2) The student will acquire a refined sense of understanding the nuances unique to each time period and musical composer by directed listening assignments, performance assignments, and prompted written reflection. (Graduate Learning Goals: A depth of content knowledge, Critical thinking and problem solving skills, Effective oral and written communication skills)
 - 3) The student will apply historical and theoretical knowledge into performance on their instrument in an orchestral wind, brass, and percussion ensemble setting. (Graduate Learning Goals: A depth of content knowledge, Critical thinking and problem solving skills)
 - 4) The student will identify and describe advanced orchestral sound concepts by listening to and reflecting upon a prescribed collection of historically diverse reference recordings. (Graduate Learning Goals: A depth of content knowledge, Critical thinking and problem solving skills, Effective oral and written communication skills)
 - 5) The student will demonstrate analytical and critical listening skills through in-class performance and reflection. (Graduate Learning Goals: A depth of content knowledge, Critical thinking and problem solving skills, Effective oral and written communication skills)
 - 6) The student will identify and complete a research project, which will include an in-depth comparative analysis of a topic rooted in the realm of orchestral repertoire and performance. (Graduate Learning Goals: A depth of content knowledge, Critical thinking and problem solving skills, Effective oral and written communication skills, Evidence of advanced scholarship through research and/or creative activity)
4. Course materials: Student subscription to Library Music Source Online, which will be covered by the \$20 student course fee. <https://www.librarymusicsource.com>
5. Weekly outline of content.
 - Week 1 – Course Introduction and Preparing for the First Rehearsal
 - Week 2 – Haydn–The Creation and Symphony No. 104
 - Week 3 – Mozart–Operas and Symphony No. 35 and 41
 - Week 4 – Beethoven–Symphony No. 5, 6, and 9

Week 5 – Mendelssohn–Italian and Scottish Symphonies
 Week 6 – Brahms–Symphony No. 1 and Academic Festival Overture
 Week 7 – Schumann–Symphony No. 2 and 3
 Week 8 – Midterm Written and Playing Exam
 Week 9 – Dvorak–Symphony No. 9
 Week 10 – Berlioz–Symphonie Fantastique and Hungarian March
 Week 11 – Debussy–La Mer and Prelude to the Afternoon of a Faun
 Week 12 – Bruckner–Symphony No. 4
 Week 13 – Tchaikovsky–Symphony No. 4
 Week 14 – Mahler–Symphony No. 1
 Week 15 – Strauss–Ein Heldenleben and Till Eulenspiegels Merry Pranks
 Week 16 – Final Written and Playing Exam

6. Assignments and evaluation, including weights for final course grade.

- a. Midterm Exam (15%)
- b. Final Exam (20%)
- c. Weekly written responses (20%)
- d. Weekly performances (25%)
- e. Research Project (20%)

7. Grading scale.

- a. 100%-90%=A
- b. 89.9%-80%=B
- c. 79.9%-70%=C
- d. 69.9%-60%=D
- e. Below 60%=F

8. Correlation of learning objectives to assignments and evaluation.

	Midterm Exam (15%)	Final Exam (20%)	Weekly Written Responses (20%)	Weekly Performances (25%)	Research Project (20%)
The student will advance their theoretical understanding of the historical and performance practices associated with orchestral repertoire and the various masterworks composers represented in the canon. (Graduate Learning Goals: A depth of content knowledge, Critical thinking			X	X	X

and problem solving skills)					
The student will acquire a refined sense of understanding the nuances unique to each time period and musical composer by directed listening assignments, performance assignments, and prompted written reflection. (Graduate Learning Goals: A depth of content knowledge, Critical thinking and problem solving skills, Effective oral and written communication skills)			X	X	X
The student will apply historical and theoretical knowledge into performance on their instrument in an orchestral wind, brass, and percussion ensemble setting. (Graduate Learning Goals: A depth of content knowledge, Critical thinking and problem solving skills, Effective oral and written communication skills)	X	X	X	X	
The student will identify and describe advanced orchestral sound concepts by listening to and reflecting upon a prescribed collection of historically diverse reference recordings. (Graduate Learning Goals: A	X	X	X	X	X

depth of content knowledge, Critical thinking and problem solving skills, Effective oral and written communication skills)					
The student will demonstrate analytical and critical listening skills through in-class performance and reflection. (Graduate Learning Goals: A depth of content knowledge, Critical thinking and problem solving skills, Effective oral and written communication skills)	X	X	X	X	
The student will identify and complete a research project, which will include an in-depth comparative analysis of a topic rooted in the realm of orchestral repertoire and performance. (Graduate Learning Goals: A depth of content knowledge, Critical thinking and problem solving skills, Effective oral and written communication skills, Evidence of advanced scholarship through research and/or creative activity)			X	X	X

Date approved by the department or school: April 8, 2019

Date approved by the college curriculum committee: April 24, 2019

Date approved by the Honors Council (*if this is an honors course*):

Date approved by CAA: CGS: