Eastern Illinois University
Revised Course Proposal
MUS 3596, Music History & Literature III, Honors

This format is to be used for all courses submitted to the Council on Academic Affairs and/or the Council on Graduate Studies.

Please check one:  ___ New course  X Revised course

PART I: CATALOG DESCRIPTION

1. Course prefix and number, such as ART 1000:  MUS 3596
2. Title (may not exceed 30 characters, including spaces):  Music History & Lit. III, Honors
3. Long title, if any (may not exceed 100 characters, including spaces):  Music History & Literature III, Honors
4. Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]:  3-0-3
5. Term(s) to be offered:  X Fall  ■ Spring  ■ Summer  ■ On demand
6. Initial term of offering:  X Fall  ■ Spring  ■ Summer  Year:  2014
7. Course description:  Music history and literature from the Romantic Period through the Modern Period. WI

8. Registration restrictions:
   a. Equivalent Courses
      • Identify any equivalent courses (e.g., cross-listed course, non-honors version of an honors course). MUS 3586 Music History & Literature III

      Indicate whether coding should be added to Banner to restrict students from registering for the equivalent course(s) of this course.  X Yes  ■ No

   b. Prerequisite(s)
      • Identify the prerequisite(s), including required test scores, courses, grades in courses, and technical skills. Indicate whether any prerequisite course(s) MAY be taken concurrently with the proposed/revised course.

      A “C” or better in MUS 3585 or MUS 3595, or permission of instructor; and admission to Departmental Honors

      • Indicate whether coding should be added to Banner to prevent students from registering for this course if they haven’t successfully completed the prerequisite course(s).  X Yes  ■ No

      If yes, identify the minimum grade requirement and any equivalent courses for each prerequisite course:

      A “C” is required in MUS 3585 or 3595.

   c. Who can waive the prerequisite(s)?
      ■ No one  X Chair  X Instructor  ■ Advisor  ■ Other (Please specify)

   d. Co-requisites (course(s) which MUST be taken concurrently with this one):
      None.
PART I: REGISTRATION INFORMATION

e. **Repeat status:**  
   - [X] Course may not be repeated.  
   - [ ] Course may be repeated once with credit.  
   
   Please also specify the limit (if any) on hours which may be applied to a major or minor.

f. **Degree, college, major(s), level, or class** to which registration in the course is restricted, if any:  
   None.

g. **Degree, college, major(s), level, or class** to be excluded from the course, if any:  
   None.

9. **Special course attributes** [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive]  
   Writing intensive, Honors

10. **Grading methods** (check all that apply):  
   - [X] Standard letter  
   - [ ] CR/NC  
   - [ ] Audit  
   - [ ] ABC/NC  
   (“Standard letter”—i.e., ABCDF—is assumed to be the default grading method unless the course description indicates otherwise.)

   Please check any special grading provision that applies to this course:
   - [ ] The grade for this course will not count in a student’s grade point average.
   - [ ] The credit for this course will not count in hours towards graduation.

   **If the student already has credit for or is registered in an equivalent or mutually exclusive course, check any that apply:**
   - [X] The grade for this course will be removed from the student’s grade point average if he/she already has credit for or is registered in MUS 3586 (insert course prefix and number).
   - [X] Credit hours for this course will be removed from a student’s hours towards graduation if he/she already has credit for or is registered in MUS 3586 (insert course prefix and number).

11. **Instructional delivery method:** (Check all that apply.)  
   - [X] lecture  
   - [ ] lab  
   - [ ] lecture/lab combined  
   - [ ] independent study/research  
   - [ ] internship  
   - [ ] performance  
   - [ ] practicum or clinical  
   - [ ] study abroad  
   - [ ] Internet  
   - [ ] hybrid  
   - [ ] other (Please specify)

PART II: ASSURANCE OF STUDENT LEARNING

1. **List the student learning objectives of this course:**  
   Upon completion of this course, students will be able to:  
   1. identify the names of the great composers from these periods and identify their masterpieces by sound and score recognition;  
   2. describe the historical narrative surrounding the music from these periods;
3. describe the role of music in various societies;
4. explain how musical ideas relate to ideas in other fields in the Fine and Liberal Arts,
5. use methods of aural and score analysis to identify musical styles, forms, and genres;
6. apply standard methods and tools in research about music at a level that meets the high expectations for Departmental Honors students;
7. demonstrate critical and reflective thinking about music through written and verbal means at a level that meets the high expectations for Departmental Honors students.

a. If this is a general education course, indicate which objectives are designed to help students achieve one or more of the following goals of general education and university-wide assessment:
   - EIU graduates will write and speak effectively.
   - EIU graduates will think critically.
   - EIU graduates will function as responsible citizens.

b. If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:
   - Depth of content knowledge
   - Effective critical thinking and problem solving
   - Effective oral and written communication
   - Advanced scholarship through research or creative activity

2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:

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<tr>
<th>Objective</th>
<th>Mid-term 1</th>
<th>Paper 1</th>
<th>Mid-term 2</th>
<th>Paper 2</th>
<th>Final Exam</th>
<th>Mini-research projects and oral presentation</th>
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<tbody>
<tr>
<td>Objective 1</td>
<td>X</td>
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<td>Objective 2</td>
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<td>Objective 3</td>
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<td>Objective 4</td>
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3. Explain how the instructor will determine students’ grades for the course:

- Mid-term Exam No. 1 (music identification; essays) 15%
- Paper No. 1 (15% first submission, 10% second submission) 25%
- Mid-term Exam No. 2 (music identification; essays) 15%
- Paper No. 2 15%
- Final Exam (music identification; essays) 15%
- Mini-research projects and oral presentation 15%

4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:
   a. Describe how the format/technology will be used to support and assess students’ achievement of the specified learning objectives:
b. Describe how the integrity of student work will be assured:
c. Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.):

5. For courses numbered 4750–4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:
   a. course objectives;
   b. projects that require application and analysis of the course content; and
   c. separate methods of evaluation for undergraduate and graduate students.

6. If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified. (See Appendix *.)

   This course is writing intensive. More than 35% of the course grade is determined from written work. Essay questions are included in all exams, and students complete two formal papers over the course of the semester. The first paper includes two drafts so that students can complete a revision following suggestions offered by the instructor.

PART III: OUTLINE OF THE COURSE

Provide a week-by-week outline of the course’s content. Specify units of time (e.g., for a 3-0-3 course, 45 fifty-minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient details about content and procedures so that possible questions of overlap with other courses can be addressed. For technology-delivered or other nontraditional-delivered courses/sections, explain how the course content “units” are sufficiently equivalent to the traditional on-campus semester hour units of time described above.

Sample Course Outline

This course will meet for 45 fifty-minute class periods over 15 weeks.

Week 1: Introduction to the Music of the Romantic Period; The Lied
   • Aesthetics
   • Schubert

Week 2: Early German Romantic Opera; Early Nineteenth-Century Italian Opera
   • Weber
   • Rossini Opera
   • Code Rossini
   • Bellini
   TOPIC PROPOSALS DUE

Week 3: Orchestral Music of the Parisian Avant-garde; French and German Keyboard Music
   • Berlioz
   • Chopin
   • Liszt
Week 4: Mid-Nineteenth-Century German Romanticism and Neo-classicism
• Mendelssohn
• Schumann
• Brahms
MINI-RESEARCH PROJECT I DUE

Week 5: French Grand Opera; Verdi Opera
• Meyerbeer
• Verdi
• Verismo opera

Week 6: New German School (Liszt; Wagner)
• Symphonic Poem
• Opera
MID-TERM EXAMINATION I
FIRST DRAFT OF FIRST PAPER DUE

Week 7: New German School continued (Strauss; Mahler)
• Tone Poem
• Programmatic Symphony
• Orchestral Lied

Week 8: Introduction to Modernism; Russian Modernism
• Aesthetics
• Mussorgsky
• Skryabin

Week 9: French Modernism
• Fauré
• Debussy
• Satie
• Ravel
MINI-RESEARCH PROJECT II DUE

Week 10: Second Viennese School
• Schoenberg
• Berg
MID-TERM EXAMINATION II
SECOND DRAFT OF FIRST PAPER DUE

Week 11: Modernism and Nationalism: Eastern Europe; England
• Bartók
• Stravinsky
• Shostakovich
• Britten
SECOND TOPIC PROPOSAL DUE
Week 12: Nationalism continued; Neo-classicism
• Ives
• Copland
• Stravinsky
• Hindemith

Week 13: Serialism; Integral Serialism
• Schoenbein
• Webern
• Darmstadt School: Messiaen, Stockhausen, Boulez

Week 14: Music after 1945 (Electronic Music; Chance; Third Stream)
• Cage
• Babbit
• Crumb
• Schuller

PUBLIC ORAL PRESENTATIONS (invited faculty)

Week 15: Music after 1945 continued (Chamber Music; Minimalism; Postmodernism)
• Carter
• Adams
• Zwilich

SECOND PAPER DUE

Week 16
FINAL EXAMINATION

PART IV: PURPOSE AND NEED

1. Explain the department’s rationale for developing and proposing the course.
   This revised course along with MUS 3594 and 3595 will form a three-semester music history sequence that
   is organized chronologically. Currently, the courses are not chronological. The revised format will provide
   a better framework for understanding the subject matter.

   a. If this is a general education course, you also must indicate the segment of the general
      education program into which it will be placed, and describe how the course meets the
      requirements of that segment.
   b. If the course or some sections of the course may be technology delivered, explain why.

2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.
   Music History & Literature III, Honors is appropriately placed at the 3000-level. Since this course revision
   is designed to make the study of music history chronological, MUS 3585 Music History & Literature II or
   MUS 3595 Music History & Literature II, Honors is listed as a prerequisite for this course.

   If the course is similar to an existing course or courses, justify its development and offering.
a. If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal.

b. Cite course(s) to be deleted if the new course is approved. If no deletions are planned, note the exceptional need to be met or the curricular gap to be filled.

This course is a revision of an existing course.

3. Impact on Program(s):
This course or its equivalent will be required of all undergraduate music majors.
   a. For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective.
   b. For graduate programs, specify whether this course will be a core requirement for all candidates in a degree or certificate program or an approved elective.

If the proposed course changes a major, minor, or certificate program in or outside of the department, you must submit a separate proposal requesting that change along with the course proposal. Provide a copy of the existing program in the current catalog with the requested changes noted.

PART V: IMPLEMENTATION

1. Faculty member(s) to whom the course may be assigned: Dr. Luminita Florea or other qualified Music faculty members

   If this is a graduate course and the department does not currently offer a graduate program, it must document that it employs faculty qualified to teach graduate courses.

2. Additional costs to students:

   Include those for supplemental packets, hardware/software, or any other additional instructional, technical, or technological requirements. (Course fees must be approved by the President’s Council.)

   None.

3. Text and supplementary materials to be used (Include publication dates):
PART VI: COMMUNITY COLLEGE TRANSFER

If the proposed course is a 1000- or 2000-level course, state either, "A community college course may be judged equivalent to this course" OR "A community college course will not be judged equivalent to this course." A community college course will not be judged equivalent to a 3000- or 4000-level course but may be accepted as a substitute; however, upper-division credit will not be awarded.

A community college course will not be judged equivalent to this course.

PART VII: APPROVALS

Date approved by the department or school: December 5, 2012

Date approved by the college curriculum committee: January 30, 2013

Date approved by the Honors Council (if this is an honors course): February 8, 2013

Date approved by CAA: February 28, 2013 CGS: N/A

*In writing-active courses, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be graded – might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In writing-intensive courses, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students’ writing should constitute no less than 35% of the final course grade. In writing-centered courses (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).