Use this form to:
Create your proposal summary and sign the proposal

Curriculum Proposal

MUS_22-23 #95

<table>
<thead>
<tr>
<th>Packet Contents</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2 Summary</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Modification(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.3 MUS 3801 History and Literature of Music I (3 credits)</td>
</tr>
<tr>
<td>Liberal Education Goal Area 6 to Core Curriculum Goal Area 6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1.17 Signatures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum Packet Number</td>
</tr>
<tr>
<td>--------------------------</td>
</tr>
</tbody>
</table>
| **College**              | ☑ College of Arts, Education and Humanities  
                          | ☐ College of Business, Mathematics and Sciences  
                          | ☐ College of Individual and Community Health  
                          | ☐ Other: Academic Affairs |
| **Department**           | Music |
| **Proposers Name and Position** | James Bowyer, Associate Professor of Music |
| **Summarize the modification(s) and/or new curriculum you propose.** | Update for transition to core curriculum. |
| **How will the proposed changes work to students' advantage?** | Clarity of objectives and assessments |
| **Modifications proposed** | ☑ Course Modification(s) | How many? _1_____  
                          | ☐ New course(s) | How many? _____  
                          | ☐ Course Drop(s) | How many? _____  
                          | ☐ Program Modification(s) | How many? _____  
                          | ☐ New Program(s) | How many? _____  
                          | ☐ Program Drop(s) | How many? _____ |
| **These modifications affect** | ☑ Core Curriculum  
                          | ☐ Graduate Curriculum  
                          | ☑ Teacher Licensure Program(s)  
                          | ☑ Undergraduate Curriculum |
BSU Curriculum Forms
New Course Form
~and~
Course Modification Form
last updated: 9.23.22

Use this form to:
Modify an existing course or propose a new course
in BSU’s curriculum file

<table>
<thead>
<tr>
<th>Current Course Information</th>
<th>New or Modified Course Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Only complete this side for a course modification</td>
<td>New Courses: Complete all information</td>
</tr>
<tr>
<td>Modified Courses: Complete only fields that are changing</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject (i.e. SOWK)</th>
<th>Credits</th>
<th>Subject (i.e. SOWK)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 3801</td>
<td>☒ 3 credits</td>
<td>MUS 3801</td>
<td>☒ 3 credits</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Course Title</th>
<th>Abbreviated Title (20 characters total)</th>
<th>Course Title</th>
<th>Abbreviated Title (20 characters total)</th>
</tr>
</thead>
<tbody>
<tr>
<td>History and Literature of Music I</td>
<td>Hist/Lit Music I</td>
<td>History and Literature of Music I</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Survey of the history of music from antiquity into the eighteenth century; emphasis on the music of Western civilization.</td>
<td>Survey of the history and literature of Western music from Antiquity to 1750. (This course is intended for music majors who have taken two semesters of music theory and is part of a two-semester music history sequence. Successful completion of this course with a “C” or better is required for all music degrees.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Undergrad Course Number</th>
<th>Undergrad Course Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 3801</td>
<td>MUS 3801</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Undergrad Prerequisites</th>
<th>Undergrad Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Successful completion MUS 2XXX Music Theory II with a “C” or better.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>If applicable, Graduate Course Number</th>
<th>If applicable, Graduate Course Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>If applicable, Graduate Prerequisites</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>If applicable, Core Curriculum Goal Area(s)</th>
<th>If applicable, Core Curriculum Goal Area(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Core Goal 1 Communication</td>
<td>Maximum of two core curriculum goal area(s)</td>
</tr>
<tr>
<td>☐ Core Goal 3 Natural Science</td>
<td>☐ Core Goal 1 Communication</td>
</tr>
<tr>
<td>☐ Core Goal 4 Math/Logical Reasoning</td>
<td>☐ Core Goal 3 Natural Science</td>
</tr>
<tr>
<td>☐ Core Goal 5 History &amp; Social/Behavioral Sciences</td>
<td>☐ Core Goal 4 Math/Logical Reasoning</td>
</tr>
<tr>
<td>☐ Core Goal 6 Humanities and the Arts</td>
<td>☐ Core Goal 5 History &amp; Social/Behavioral Sciences</td>
</tr>
<tr>
<td>☐ Core Goal 7 Human Diversity</td>
<td>☒ Core Goal 6 Humanities and the Arts</td>
</tr>
<tr>
<td>☐ Core Goal 8 Global Perspective</td>
<td>☐ Core Goal 7 Human Diversity</td>
</tr>
<tr>
<td>☐ Core Goal 9 Ethical &amp; Civic Responsibility</td>
<td>☐ Core Goal 8 Global Perspective</td>
</tr>
<tr>
<td>☐ Core Goal 10 People and the Environment</td>
<td>☐ Core Goal 9 Ethical &amp; Civic Responsibility</td>
</tr>
<tr>
<td>☐ Core Goal 11 Performance &amp; Participation</td>
<td>☐ Core Goal 10 People and the Environment</td>
</tr>
</tbody>
</table>

Note: If course includes core curriculum goal areas also complete the
<table>
<thead>
<tr>
<th>Current Major content Area</th>
<th>Proposed Major Content Areas</th>
</tr>
</thead>
</table>
| Go to catalog; select the Area of Study; select the URL for courses in the lower left corner; find the course on the right side of the screen and click the “Common Course Outline” hyperlink at the end of the course description. Copy/Paste the current major content areas into this area. | Music history and literature of Antiquity  
Music history and literature of the Middle Ages  
Music history and literature of the Renaissance  
Music history and literature of the Baroque period  
Music of Western civilization |

1. 12 Tone Extended, Electronic Music, New Textures  
2. Beethoven  
3. Chopin & Liszt  
4. Developments in Classical Music after 1945  
5. Early Classic Keyboard & Orchestral Music  
6. Early Classic Sonata, Symphony & Concerto  
7. Folkloricism: Bela Bartok & Charles Ives  
8. Haydn  
9. Late Romantic Orchestral Music  
10. Late Romanticism in Germany and Austria  
11. Mozart  
12. Music, Politics, & the People  
13. Musical Taste & Style in the Enlightenment  
14. Nationalism at the end of the 19th Century  
15. New Nationalism, the Avant Garde  
17. Opera Reform, Song, & Church Music  
18. Opera in France and Russia  
19. Pop, Jazz, & Film Music Between the Wars  
20. Postwar Crosscurrents  
21. Romantic Chamber Music & Choral Music  
22. Romantic Opera: Rossini, Bellini, Donizetti, Meyerbeer & Weber  
23. Romantic Orchestral Music  
24. Russia & the United States  
25. Schoenberg & the 12 Tone Method  
26. Schoenberg’s Students: Berg & Webern  
27. Schubert, Mendelssohn, & Schumann  
28. Strauss, Impressionism  
29. Stravinsky, Neoclassicism  
30. The Early 20th Century  
31. The Romantic Era: Song & Piano Music  
32. Verdi and Puccini  
33. Wagner  

<table>
<thead>
<tr>
<th>Current Learning Outcomes</th>
<th>Proposed Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Copy/Paste from the common course outline – see instructions above</td>
<td>Please reference Blooms Taxonomy action verbs</td>
</tr>
</tbody>
</table>
| 1. have fun learning about music and musicians while engaging in the process of creative listening, reacting, and interpreting the musical canon.  
2. have many new musical pleasures and to learn many new facts and be able to articulate a reaction to |  
| CORE CURRICULUM GOAL AREA 6: Humanities and Fine Arts  
6.A Communicate the scope and variety of works in the arts and/or humanities.  
6.B Evaluate works in the arts and/or humanities as expressions of individual and/or collective |
these new pleasures and facts.
3. provide a thorough overview of the history of Western music from the early Classic period to the present day.
4. establish that music is an expression of human values within a social and historical context.
5. establish the causes and effects of changes in musical styles and to respond critically to these changes.

Start each with “Students will be able to ..”

human values within an historical and social context.
6.C Communicate critically about works in the arts and/or humanities.
6.E Articulate an informed personal reaction to works in the arts and/or humanities.

**CORE CURRICULUM GOAL AREA 2: Critical Thinking**

2.A Gather and use reasoning skills to apply factual information to a given problem in a manner that is relevant, clear, comprehensive, and conscious of possible bias in the information selected.

<table>
<thead>
<tr>
<th>Indicate the reason for course modification or new course creation</th>
<th>Changes to Core Curriculum.</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will be the course offering frequency for this course each term</td>
<td>Fall</td>
</tr>
<tr>
<td>☒ All years</td>
<td>☐ All years</td>
</tr>
<tr>
<td>☐ Even years</td>
<td>☐ Even years</td>
</tr>
<tr>
<td>☐ Odd years</td>
<td>☐ Odd years</td>
</tr>
<tr>
<td>☐ Dpt Discretion</td>
<td>☐ Dpt Discretion</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Proposed course cap (max class size)</th>
<th>30</th>
</tr>
</thead>
<tbody>
<tr>
<td>What qualified faculty will be available to teach this course?</td>
<td>Dr. James Bowyer, Dr. Steve Carlson, Dr. Miriam Webber</td>
</tr>
</tbody>
</table>

**Department & Dean, in approving this proposal, attest to the adequacy of the qualifications of faculty named, & to their availability to teach the course at frequency specified above, without excessive overload or disruption to other curriculum.**

If course is double numbered (undergraduate/graduate), the syllabus must contain an additional component for graduate students. What is the additional component?

| Is this course repeatable for credit? If so, what is the maximum number of credits that can be earned? (Example: A topics course that a student can take more than once with a different topic.) | ☐ Yes; this course is repeatable
The maximum credits it can be taken is _________
☐ No, this course is not repeatable |

| What is the primary delivery method for this course? | ☒ On-campus
☐ On-campus HyFlex (on-campus and online synchronous at same time)
☐ Online Asynchronous
☐ Online Synchronous
☐ Other, ____________________________ |

| Complete only for new courses | Are there additional library or other resources needed that will need to be provided for this course not already available? | ☐ No, No additional resources are needed for this course
☐ Yes, Additional resources are needed. Please indicate resources below: 1. ____________________ |

| What special property or service fee(s) would be charged to students taking this course? | ☐ No special property or fee(s)
☐ Yes, there are special property or fee(s) requested |
These charges would be for
1. Items retained by the student and have an educational or personal value beyond the classroom
2. Services on the student’s behalf (see MinnState Board Policy 5.11)

<table>
<thead>
<tr>
<th>Amount per student: $ ___________________________</th>
<th>Will be used for: _________________________________</th>
</tr>
</thead>
</table>

May this modified course replace the current course for students that remain in an old catalog
☐ Yes
□ No .... STOP; Instead drop the current course & submit a new course form.

Do these modifications change any of the following?
☐ Yes
☐ No

To review the common course outline for a course
1. Go to the [catalog](#)
2. Select Area of Study
3. Select course link for that subject in the bottom left
4. Select the course from list on the left side of the page
5. Click the “Common Course Outline” link at the end of the course description

For any YES answers, please provide updated information at the end of this document.

Is this modified course a requirement or an elective in ANY BSU program (major, minor, certificate)?
☐ No, I have checked the catalog using the directions on the left and this course is not a requirement or elective in any BSU program
☐ Yes, I have checked, and this course is in the following program(s).
   - Music Education, B.S. major
     Vocal/Classroom K-12 Specialization (Teacher Licensure)
   - Music Education, B.S. major
     Instrumental/Classroom K-12 Specialization (Teacher Licensure)
   - Music, B.A. major
   - Music, B.A. major
     Vocal Performance Emphasis
   - Music, B.A. major
     Piano Performance and Pedagogy Emphasis
   - Music, B.A. major
     Instrumental Performance Emphasis

☑ Yes, I have checked, and this course is in the following Core Curriculum goal area(s).
   1. Goal Area 6

If yes, to previous question
☐ Yes
☒ Yes, the department chair(s) have been notified of this course modification from their program(s)
□ Notification was done by email. Their response is copy/pasted below.
☒ Notification was done by email. No response has been received within one week of the notification. My notification is
Via Email to Layna Cole: November 10, 2022
Hello, Layna!

I just wanted to alert you that the music department will be submitting curricular changes to the BS Music Education vocal and instrumental licensure tracks. I had already notified Aspen Easterling and Amanda Chesley of these forthcoming proposed changes back in August 2022.

James Bowyer

☐ Notification was completed in person on the following date.
  Date: August 18, 2022
  Who: Aspen Easterling, Amanda Chesley (Professional Education)
CORE CURRICULUM COURSE SUBMISSION FORM
GOAL AREA 6: HUMANITIES AND THE FINE ARTS*

This form should be completed for the following circumstances:
• For a new course proposed for the Core Curriculum
• For a course modification involving adding this goal area to an already existing course
• For a course modification involving the student learning outcomes/competencies associated with an already existing course in this goal area.

STEP ONE: GENERAL INFORMATION

Name of course: (see information above)
Course prefix and number:
Credits:
Course description:
Are there any prerequisites? Typically, courses in the Core Curriculum do not have prerequisites.
Reasons for creating this course:
How often will this course be offered?
What is the projected maximum class size (cap)?

* All courses in the Bemidji State University Core Curriculum also address some aspect of GA 2 Critical Thinking.
* All courses in the Bemidji State University Core Curriculum are reviewed every 6 years. Review process TBA.

STEP 2: SELECTION OF STUDENT LEARNING OUTCOMES/COMPETENCIES TO BE MET BY THE PROPOSED COURSE

Goal Area 6: The Humanities and Fine Arts
• Students need to take two courses and earn at least 5 credits.

The overall purpose for this goal area is to expand students' knowledge and develop empathy for the human condition and human cultures, especially in relation to behavior, ideas, and values expressed in works of human imagination and thought. Through study in disciplines such as literature, philosophy, and the fine arts, students will engage in critical and creative analysis, form aesthetic judgments, and develop an awareness of the arts and humanities as fundamental to the health and survival of any society. Students should have experiences in both the arts and humanities.

According to the Minnesota Transfer Curriculum (MnTC), to be accepted for inclusion in this goal area, courses must provide for four of the six listed competencies, A-F. Please checkmark the competencies met by the course under consideration.

Students will be able to…

X A. Communicate the scope and variety of works in the arts and/or humanities;
X B. Evaluate works in the arts and/or humanities as expressions of individual and/or collective human values within an historical and social context;
X C. Communicate critically about works in the arts and/or humanities;
_____ D. Engage in the creative process;
X E. Articulate an informed personal reaction to works in the arts and/or humanities;
_____ F. Describe how works in the arts and/or humanities help us to cultivate empathy for other people and cultures.

Goal Area 2: Critical Thinking
All courses in BSU’s Core Curriculum are expected to incorporate critical thinking skills. The overall goal for this area of the Minnesota Transfer Curriculum is to develop thinkers who are able to unify factual, creative, rational, and value-sensitive modes of thought. Critical thinking skills are taught and used throughout the BSU Core Curriculum in order to develop students' awareness of their own thinking and problem-solving procedures. To integrate new skills into their customary ways of thinking, students must be actively engaged in practicing thinking skills and applying them to open-ended problems. Please checkmark one or more of the competencies/student learning outcomes met by the course under consideration.

Students will be able to:

X A. gather and use reasoning skills to apply factual information to a given problem in a manner that is relevant, clear, comprehensive, and conscious of possible bias in the information selected;

_____ B. communicate assumptions, goals, interpretations, or perspectives that can indicate varying meanings and/or potential solutions to given situations or problems;

_____ C. analyze the logical connections among facts, goals, and assumptions relevant to a problem or claim; demonstrate adaptability in generating and evaluating the implications that follow from these connections using reasoning skills;

_____ D. articulate the value assumptions that underlie and affect decisions, interpretations, analyses, and evaluations, made by ourselves and others using empathy and creative reasoning skills.

STEP 3: CONSIDERATION OF TRAITS OF ACADEMIC RESILIENCE

You should consider the Six Traits of Academic Resilience as you create your courses. Please checkmark 1 - 2 of the six traits met by the course under consideration.

_____ Adaptability

_____ Empathy

_____ Communication X Knowledge (content; pursuit of; life-long learning)

_____ Creativity

_____ Reasoning

In 100 words or less (per trait) please describe how you will integrate chosen traits into the class:

STEP 4: ASSESSMENT & REPORTING

What will be assessed?

In 150 words or less, please describe how you will assess the core curriculum learning outcomes selected in Step 2 and trait(s) selected in Step 3.

Assessments of Goal Area 6

By the conclusion of this course, students will be able to:

SLO 6.A Communicate the scope and variety of works in the arts and/or humanities.

Means of Assessment: Class discussions, reading responses, objective quizzes, score analyses, research document

SLO 6.B Evaluate works in the arts and/or humanities as expressions of individual and/or collective human values within an historical and social context.

Means of Assessment: Class discussions, reading responses, objective quizzes, score analyses, research document

SLO 6.C Communicate critically about works in the arts and/or humanities.

Means of Assessment: Class discussions, reading responses, objective quizzes, score analyses, research document

SLO 6.E Articulate an informed personal reaction to works in the arts and/or humanities.

Means of Assessment: Class discussions

Assessment of Goal Area 2

2A. Gather and use reasoning skills to apply factual information to a given problem in a manner that is
relevant, clear, comprehensive, and conscious of possible bias in the information selected;

Research Document: Compare and contrast the musical developments of a given era with other arts disciplines from the same period. For example, how does French Baroque architecture of Louis XIV parallel tendencies or values in the French operas of Jean-Baptiste Lully?

Assessment of Trait in Step 3

Knowledge will be integrated into the course through learning the elements of music and then interpreting aesthetic traditions and artistic representations of a variety of musical periods. This will be assessed through essays, objective quizzes, class discussions, and music analyses.

How will it be reported?
In 150 words or less, please describe how you will report assessment of the core curriculum learning outcomes and trait(s) to the Core Curriculum Program Office.
At the end of the semester the professor will submit a short summary of the outcomes of the course.

STEP 5: SUPPORTING MATERIALS

As you create the materials to be submitted (e.g., a course syllabus) please detail how the Core Curriculum learning outcomes/competencies and traits checked in Step 2 and 3 above (for Goal Areas 6 and 2) will be assessed in this course.

Please include the following supporting materials:

______ Course Syllabus, which includes:

X Selected Core Curriculum learning outcomes from Step 2 and Step 4 (required)
X Assessment of Core Curriculum learning outcomes from Step 2 and Step 4 (required)
X 1 – 2 of the Six Traits of Academic Resilience from Step 3 (required)
X How you will assess the 1-2 Traits from Step 3 and Step 4 (required)
X Align/map learning outcomes to the Core Curriculum outcomes & selected trait(s) (required)
X May include additional outcomes that do not map to the Core Curriculum (optional)
X Representative material (example assignment) used to achieve and assess Goal Area learning outcomes and trait(s)
Dr. James Bowyer
Associate Professor of Music

Office: Bangsberg 369
Office Hours: As posted
Email: james.bowyer@bemidjistate.edu
Campus Telephone: (218) 755-3361
Cell Phone: (206) 551-6147

Course Description
Survey of the history and literature of Western music from Antiquity to 1750. (This course is intended for music majors who have taken two semesters of music theory and is part of a two-semester sequence. Successful completion of this course with a “C” or better is required for all music degrees.)

Prerequisites and Co-Requisites
Completion of Music Theory II (MUS 2XXX) with “C” or better.

Required Texts and Materials
1. *Concise History of Western Music*  
   (5th Edition, Anthology Update)  
   Barbara Russano Hanning  
   For access options, visit: https://digital.wwnorton.com/concisehwm5anth  
   Choose One  
   New Hardcover with Total Access: 978-0-393-42158-3  
   New Paperback with Total Access: 978-0-393-42161-3

2. *Norton Anthology of Western Music: Volume 1: Ancient to Baroque*  
   (8th Edition) Spiral Bound [Used, rented, or new is fine.]  
   J. Peter Burkholder, Donald Jay Grout, and Claude Palisca  
   ISBN: 978-0-393-65641-1

Outline of Major Content Area
1. Music history and literature of Antiquity  
2. Music history and literature of the Middle Ages  
3. Music history and literature of the Renaissance  
4. Music history and literature of the Baroque period  
5. Music of Western civilization

CORE CURRICULUM GOAL AREA 6: Student Learning Outcomes and Means of Assessment
By the conclusion of this course, students will be able to:

SLO 6.A Communicate the scope and variety of works in the arts and/or humanities.
Means of Assessment: Class discussions, reading responses, objective quizzes, score analyses, research document

SLO 6.B Evaluate works in the arts and/or humanities as expressions of individual and/or collective human values within an historical and social context.

Means of Assessment: Class discussions, reading responses, objective quizzes, score analyses, research document

SLO 6.C Communicate critically about works in the arts and/or humanities.

Means of Assessment: Class discussions, reading responses, objective quizzes, score analyses, research document

SLO 6.E Articulate an informed personal reaction to works in the arts and/or humanities.

Means of Assessment: Class discussions

CORE CURRICULUM GOAL AREA 2: Critical Thinking

By the conclusion of this course, students will be able to:

SLO 2.A Gather and use reasoning skills to apply factual information to a given problem in a manner that is relevant, clear, comprehensive, and conscious of possible bias in the information selected.

Means of Assessment: Research document

The Six Traits of Academic Resilience

Core curriculum courses address incorporate at least one of the following Six Traits of Academic Resilience: adaptability, communication, creativity, empathy, knowledge, and reasoning. This course will focus on the trait of knowledge:

Knowledge will be integrated into the course through learning the elements of music and then interpreting aesthetic traditions and artistic representations of a variety of musical periods. This will be assessed through essays, objective quizzes, class discussions, and music analyses.

Learning Assessment

Learning will be assessed through reading responses, chapter quizzes, music analyses, listening quizzes, exams, and class discussion.

Evaluation and Grading

The semester grade for this course will be determined according to the following formula. These are approximations only and could change as deemed necessary by the instructor.

<table>
<thead>
<tr>
<th>Grading Category</th>
<th>Percentage of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Responses</td>
<td>25%</td>
</tr>
<tr>
<td>Chapter Quizzes</td>
<td>25%</td>
</tr>
<tr>
<td>Exams</td>
<td>45%</td>
</tr>
<tr>
<td>Research Document</td>
<td>5%</td>
</tr>
</tbody>
</table>

Reading Responses

Students will prepare thoughtful written responses to all assigned readings. These reading response questions may be found on the course website.

Chapter Quizzes and Exams

There will be a series of quizzes that cover course content. Other unannounced quizzes covering course content from lectures, readings, and listening assignments may occur throughout the semester, too. Larger, more comprehensive exams will be given three times during the semester.

Research Document

Compare and contrast the musical developments of a given era with other arts disciplines from the same period. For example, how does French Baroque architecture of Louis XIV parallel tendencies or values in the French operas of Jean-Baptiste Lully?

Participation, Attendance, and Work Ethic

Assessment for attendance and participation will be derived in a holistic manner, taking into consideration student absences, tardies, in-class discussions and activities, and work ethic. Deficiencies in any of these areas will result in a reduction in total points.

Course Requirements

1. Attend all classes. Be on time and ready for class with all books and materials.
2. Complete all assignments, including analyses, reading responses, quizzes, and exams.
3. Contribute fully to class discussions and activities without personal distractions or distracting others.

**Attendance Policy**
You may be absent three times for any reason.
Absence #4: Reduction of final grade by one letter.
Absence #5: Reduction of final grade by two letters.
Absence #6: Reduction of final grade by three letters.
Absence #7: Failure of course

Three tardies equal one absence.

**Missing Seven or More Classes: Automatic Failure of Course**
(A “class” is defined as any excused or unexcused absence; three tardies equals a “class.”)

The instructor reserves the right to reduce the overall final grade for missed class time.
The instructor reserves the right to raise or lower the overall final grade based on the depth of preparedness for in-class discussions, overall work ethic, attendance, and quality of musical analyses. Assignment of grades is at the sole discretion of the instructor, and many considerations go into the designation of the final grade—**not** the mere completion of written work.

**Overall Assessment**
All students are expected to complete all assignments, attend all classes, and participate fully. This class is all about helping you become an excellent musician and scholar of music. Consider your priorities.

A -- An “A” indicates that a student is extremely well qualified as evidenced by exceptional performance in all aspects of the class. This student shows excellence and thoroughness in planning, interacting with students, and command of subject matter. All of these have been well-demonstrated by an active participation in class sessions. This person would never give the impression of being a passive learner “who learns best by just listening.” This person uses research findings to support statements and shows a strong commitment to education.

B -- A “B” indicates that this student has done a good job of demonstrating an ability at planning, interacting, and dealing with course content. This individual has a good grasp of the subject matter but produces more simplistic oral and written work. The “B” student shows evidence of being a very good musician and scholar of music.

C -- A “C” is earned by a person who has not fully demonstrated competencies deemed necessary to be an excellent musician and scholar of music. This student may be quite successful in some areas and not so successful in others. A “C” student will need special attention, including visits with the professor and tutoring.

D -- A “D” is earned by a person who has met few of the minimum competencies deemed necessary to be an excellent musician and scholar of music. This student has most likely not have completed sufficient coursework to establish him- or herself as competent OR has consistently completed work of poor quality. A “D” student will need special attention, including weekly visits with the professor and at the tutoring center.

F -- A “F” is earned by a person who has met none of the minimum competencies deemed necessary to be an excellent musician or scholar of music. An “F” student will need special attention, including weekly visits with the professor and at the tutoring center.

**Online Components**
D2L Brightspace is a comprehensive course management system. You will find the Assignment Sheet, Syllabus, Assignments, Assessments (Reading Responses and Quizzes), Gradebook, and Attendance. You must use D2L Brightspace to stay on track in this course.

**Participation**
Your attendance, class participation, and work ethic contribute greatly to your success in this course. Attendance at all classes is expected. Examples of unexcused absences include those related to weather, transportation issues, illness without a health care provider’s note, etc. At the sole discretion of the instructor, your final grade may be adjusted based on your participation.
Other Issues and Information

Contacting Your Instructor
If you have questions or concerns, please make an appointment with your instructor. Email is the best and most reliable format for immediate information and feedback. Please consult your syllabus prior to asking questions regarding course schedule, expectations, and assignments. In cases where questions arise that could have been answered from the syllabus or other handouts, the instructor will refer the student to this material. Please use a formal, respectful manner when communicating with the instructor. Consider your email correspondence a business transaction. Please use your BSU email for all communication.

Office Visits
I am happy to be of assistance whenever possible! Office hours are on my door, and I make a conscious effort to communicate if hours have changed.

Course Syllabus Changes
Disclaimer: This syllabus is subject to modification. The instructor will communicate all substantial modifications both to the Chief Academic Officer and to students enrolled in the course, prior to enacting these modifications.

Electronic Devices
Please disengage all electronic devices before entering class. Students who use electronic devices during class will be asked to leave for the remainder of that class session. You may not have electronic devices on your desk. The final grade will be adversely affected if any of these expectations are not met

Checking Email and Accessing Online Course Information
Please check your university email and MyBSU daily. Vital information will be delivered via email and posted on the course website, and it is the student’s responsibility to stay current.

Professionalism
Use standard grammar, spelling, and punctuation in all class correspondence. Avoid using any sort of texting shorthand or abbreviations. Use appropriate salutations when addressing faculty or another student. Always include your name with any email. And, finally, work diligently to be warm in all communication. You may refer to me as Dr. Bowyer.

Leaving Class
Please wait for scheduled breaks and transitions to excuse yourself if absolutely necessary. You may not step out to take a phone call or to check your messages. If you do decide to leave for these reasons, you’ll need to stay out for the remainder of the class session. In such cases, an unexcused absence will be assigned.

Time Requirements for the Course
For each lecture credit university policy states that students will spend 1 hour per week in class for 15 weeks; for each lecture credit university policy states that students will spend 2 hours per week outside of class for 15 weeks.

Accommodations for Religious Observance Statement
The college respects the right of all students to observe their religion. I will make a reasonable accommodation, upon request, for such observances. It is the responsibility of the student to notify me in a timely manner concerning this. Contact me after class, during my office hours, or by individual appointment to discuss your request and identify appropriate options.

Academic Integrity
BSU students are expected to practice the highest standards of ethics, honesty and integrity in all of their academic work. Any form of academic dishonesty (e.g., plagiarism, cheating and misrepresentation) may result in disciplinary action. Possible disciplinary actions may include failure for part or an entire course as well as suspension from the University. It is suggested that students review BSU’s statement on academic integrity found within the Student Code of Conduct.

Disruptive Behavior in the Classroom
We at Bemidji State University believe the classroom is an environment where civility, human dignity and respect is maintained. Any variation from this for example yelling or saying profanity at an instructor or another person in the classroom, or any other loud, lewd, belligerent or obnoxious behavior resulting in a disruption from teaching, and learning are violations of the Code of Conduct and will not be tolerated. If this occurs, you will be asked to leave the classroom not to return until you meet with the University Conduct Officer and you could be subject to a judicial hearing. Examples of problematic behaviors:
• Disrespectful annoyances and minor disruptions
• Arriving late and leaving early, looking at cell phone, working on material from another class, side conversations, packing up noisily before end of class
• Dominating discussion
• Not letting others answer questions or participate in class
• Aggressive challenges of professor
• Creating an uncomfortable and distracted class via disrespectful verbal or non-verbal cues (eye rolls, loud sighs, whispering, giggles, emotional outbursts, tipping back in chair) by generally undermining the learning environment
• Disrespectful comments and language
• Using contemptuous language in or outside of class

Extended Leave Procedure
If student has to be away from class from an extended period of time (more than two class sessions) for medical emergencies or a funeral, you are asked to contact the Student Life and Success Office where a leave notice will be given to your faculty. This notice informs the faculty of your departure and return date back to campus. This leave does not absolve you from any assignment you have due during your leave. You are to make arrangements with your instructors of when to complete any assignments due during the leave period. You can complete a leave form as this website https://www.bemidjistate.edu/offices/student-life-success/extended-absence/

Students with Special Needs
BSU is committed to making all educational programs, course materials, services and activities sponsored by the University accessible to individuals with disabilities. Students requesting accommodations due to a disability or other need for access should contact Accessibility Services as soon as possible. Accessibility Services is located at Decker Hall 202. Phone: 218-755-3883 or email: accessibility@bemidjistate.edu. This information is also available through Minnesota Relay Services at 800-627-3529.

Tutoring
BSU’s Student Success Center is your first stop if you are wishing to improve your academic skills and excel in your classes. Services include academic advising and tutoring, peer tutoring, and additional resources. The center is located at Decker Hall 202. Tutor.com: The Minnesota State system has updated the online tutoring service available to our students. We are now partnering with Tutor.com to offer 24/7 online tutoring, which will connect students with an expert tutor for extra assistance one-on-one. Online tutoring services can be accessed through the main page in D2L and your course page, by clicking on the tutor.com link, located in the “HelpLinks” menu. All students will receive 15 hours of tutoring at no cost. Tutoring services cover a variety of subject areas including math, writing, accounting, economics, biology, languages and nursing. Additional time may be purchased by students directly through tutor.com.

Writing Resource Center
Located in room 326 of the A.C. Clark Library, the Writing Resource Center offers free one-on-one assistance with all types of writing assignments and projects. Our trained peer and faculty consultants provide constructive feedback to help you get started on a paper, organize your ideas, cite sources, develop revision strategies, polish final drafts, and more. To schedule a face-to-face or online session, visit https://bemidji.mywconline.com.

Mental Health and Counseling
Students may experience mental health concerns or stressful events that may lead to diminished academic performance. The Student Center for Health & Counseling is available to assist you with concerns and can include stress relief services. They can be reached in Cedar Hall, First Floor. Phone: (218) 755-2053.

Campus Safety Statement:
It is the right of every student to feel safe in their classes and on campus. If someone is preventing you from feeling safe at BSU, and/or if you have been a victim of harassment and/ or sexual violence, affirmative action measures are available for you. If you are in an emergency situation, call 911. If you are in a non-emergency situation, contact Public Safety and/ or the Office of Equal Opportunity & Affirmative Action by phone or email. At BSU, student safety is a top priority and all harassment and discrimination complaints will be handled promptly at your discretion.
• Sexual Misconduct/ Violence Form: https://cm.maxient.com/reportingform.php?BemidjiStateUniv&layout_id=7
• Public Safety: 218-755-3888
• Office of Equal Opportunity & Affirmative Action: By e-mail at affirmativeaction@bemidjistate.edu or 218-755-4121
BSU Curriculum Forms

Signatures

James Bowyer / Associate Professor of Music / 12.01.2022
Proposer / Title / Date

Scott Guidry / Music / 12.16.2022
Chair or Director / Department or Program / Date

Note: "All departmental recommendations [on curriculum] must be reviewed and approved by the department's faculty."--IFO/MnSCU Master Agreement 2009-2011, 20.A.3 (p. 80).

At this point, packet goes to Records Office/Curriculum Coordinator to be logged in to the Curriculum Proposal Progress Grid.

Mary Theresa Seig / CAEH / 01.17.2023
Dean / College / Date

Note: If proposal is sent back to the Proposer, please notify the Curriculum Coordinator. If approved, packet goes to Academic Affairs Office.