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Course Outcomes Guide

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Directions: Please complete this form to document your progress toward improving student learning. For each item, indicate your progress and your anticipated next steps. Thank you!

Course/Program Title: MUS180: History of Rock and Roll   **Date:** 11/2/2011

Course/Program Team:

Expected Learning Outcomes

> I. Students will be able to demonstrate a proficient understanding of the elements of music as they relate to the various styles of rock music.
> II. Students will be able to demonstrate a proficient ability to listen to and provide critical commentary on examples of music from the various styles of rock music.
> III. Students will be able to demonstrate an understanding of the history and major contributors to the history of rock music. This would include but is not limited to discussing:
> > - a detailed narrative history of the genre and its various stylistic off-shoots
> > - significant performers, composers, producers, etc.
> > - cultural, economic, and technological influences on and from rock music

Assessment (How do or will students demonstrate achievement of each outcome? Please attach a copy of your assessment electronically.)

> I. Through an assessment known as a "listening critique" students compose a critical response to a number of pieces of music. A portion of the critique response is focused on students analyzing and commenting on the elements of music and how they are treated in a song/recording (e.g. melody, harmony, rhythm, instruments used, recording techniques, etc.).
> II. In a similar assessment to the listening critique (or in a different portion of the above "listening critique"), students will analyze a selection of music and be able to identify which style or sub-genre it exemplifies. In addition, by analyzing elemental characteristics, tendencies, and even lyrical considerations of the given song, students will also identify the possible artist/band who created it.
> III. As part of the final exam, each student will be assigned a specific time period (50's, 60's, etc.) or a genre/style/trend of rock music (British Invasion, Heavy Metal, Reggae, etc.); the student will then compose a written response detailing the aural characteristics, important developments (social and musical), notable contributors, and significant

documents (songs, albums, writings, music-videos, films, etc.) of the assigned decade/trend.

Validation (What methods have you used or will you use to validate your assessment?)

As additional sections of MUS180 get added to the schedule and/or different instructors begin teaching the course, I will arrange for assessment norming session where all instructors of the course will compare assessment results to ensure we are calculating grades and collecting data in similar fashions.

Additionally, if and when the opportunity presents itself, I will seek to conference with instructors of similar courses at other community colleges for the same purpose of the norming sessions described above.

Results (What do your assessment data show? If you have not yet assessed student achievement of your learning outcomes, when is assessment planned?)
Assessment is currently taking place and data is being collected.

Follow-up (How have you used or how will you use the data to improve student learning?)

I will be using the data I collect to identify areas of weakness, both of students learning and my teaching methods. If students consistently show weakness in a particular assessment area, I will tailor the course and my teaching method in order to address the identified weakness(es).

Budget Justification (What resources are necessary to improve student learning?)

At the current time there are no resource necessities.