

Course Outcomes Guide

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: 1/24/15

Course/Program Team: Daniel Webber

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” or “Critical Listening Analysis” 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.). (see below)
- 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 selection, students will make an informed guess as to who the likely performer may be.
- 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 regularly taking place and data is being collected.
- Through informal conversations with an adjunct instructor (FCC, Shepherd) it was determined that these assessments are in line with what other local institutions are doing. Additionally, it was determined that our classes are succeeding at an equal or greater rate in meeting outcomes as classes in those institutions.
- The data for the SP2014 semester is as follows:

	Course Outcomes:			Gen Ed Outcomes:	
	#1	#2	#3	#1	#2
FA12				13/23	22/23
SP13	14/14	14/14	14/14	4/14	11/14
FA13	19/21	19/21	19/21	0/21	18/21
SP14	21/21	21/21	21/21	1/21	16/21
FA14					

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).

- The data show that students are not meeting the globalization and diversity outcomes. As the Arts and Humanities GenEd outcomes have been rewritten and omitted these areas no action is required to address the deficiency.

- As students seem to master the outcomes rather well, the level of rigor for the course and the outcomes assessment may need to be to be reconsidered.

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

At the current time there are no resource necessities.

Course Outcome Assessment
MUS180 History of Rock and Roll – Final Exam – Critical Analysis

For this exam you are to listen to the selection very carefully (repeatedly if necessary) and compose a three-paragraph critical analysis. Follow the directions below for each paragraph. *Please note, your paragraphs are to exhibit college-level writing with proper spelling, grammar, and punctuation.*

Paragraph 1

Compose a brief paragraph describing, in depth, some of the musical elements as they are displayed in this selection. Your paragraph should make proper reference to some of the following:

Instruments	Melody	Harmony	Rhythm
Dynamics	Verse(s)	Chorus(es)	Recording

Paragraph 2

Compose a brief paragraph describing, in depth, from which decade, genre, or style the selection comes. Be sure to provide a clear rationale for your choice. Also, indicate a possible artist/band and title for the selection. Some terms to consider:

Tin Pan Alley	Blues	Swing Jazz	Honky Tonk
R&B	Rockabilly	1950's Rock and Roll	
Sixties Mainstream	Sixties Soul	Sixties Psychadelia/Acid Rock	
Singer/Songwriter	Southern Rock	Reggae	Funk
British Invasion	Corporate Rock	Heavy Metal	Eighties Pop
Hip Hop	Glam Rock	Other...	

Paragraph 3

Compose a brief paragraph describing your personal reaction to the selection. Be sure to indicate, to the degree possible, which elements (musical, lyrical, other) influence your reaction, and how.