



Credit Hours: 3

Catalog Course Description:

A general education course designed to meet the humanities/fine arts requirement. This course provides an introduction to musical aesthetics, the elements of music musical form, and brief surveys of music in Non-Western cultures, American popular music and European classical music. Additionally this course will have the students experience Irish music as it is delivered in educational and social settings in Ireland.

Prerequisites: An acceptable placement score, or DSPR 0800 and DSPW 0800. (Same as RODP MUSIC 1030)

I. Primary Goal:

Ireland is a prime location to study music on an international level. Its musical roots run thick as it has impacted music and culture throughout history. From the Middle Ages to its influence upon Appalachian tunes, hymns, African American music and dance, Irish music has an impact on the world. The goal of this class will introduce many styles of Irish music, composers and performing artists that the students may not yet experienced. Additionally, students will examine and experience Irish music on a global scale and explain how this music interacts with the roots of American folk and popular music. This requirement is to enhance the understanding of students, who as citizens and educated members of their communities, need to know and appreciate their own cultural heritage and its development in a historical and global context. Additionally, the course is to develop the student's listening abilities and heighten the student's interest in music in general. The course seeks to establish music as a lifelong source of pleasure, inspiration and cultural enrichment.

II. General Education Outcomes for the Humanities/Fine Arts:

The following goals were established by the Tennessee Board of Regents and apply to all courses that are identified as general education core options. Students who have successfully completed MUS 1030 will demonstrate the ability to:

- Analyze significant primary texts and works of art, ancient, pre-modern, and modern, as forms of cultural and creative expression.
- Explain the ways in which humanistic and/or artistic expression throughout the ages expresses the cultural values of its times and place.
- Explore global/cultural diversity
- Frame a comparative context through which they can critically assess the ideas, forces, and values that have created the modern world.
- Recognize the ways in which both change and continuity have affected human history
- Practice the critical and analytical methodologies of the Humanities and/or Fine Arts.

III. Learning Outcomes:

Additionally, students who have successfully completed MUS 1030 will demonstrate the ability to:

- Demonstrate and participate in Irish music activities through cultural music activities in Thurles, Ireland through the TNCIS program.
- Draw distinctions from the Irish music experience and how it parallels with contemporary American culture.
- Demonstrate a basic knowledge of the evolution of Irish music, and with the aural ability to recognize specific forms, musical techniques, and historical style;
- Identify music in Non-Western cultures, including how music reflects the diversity of the world's social and economic systems, languages, religions, and geographical conditions and traditions;
- Demonstrate the knowledge through comparative writing to clarify various music elements of Irish music.

IV. Class Components:

- Students will attend music venues and other cultural events and record them as part of the journaling process.
- Students will participate in discussions of Irish music and the explication of its lyrics and song form.
- Students are required to furnish a camera to use in the development of their port folio.
- A library of traditional Irish will be provided by the instructor for each student which will include: traditional Irish rebel songs, ballades, pub (social music) and classic Irish love songs.

V. Assessment Methods:

Students will be assessed in the following manner:

1. Students will be given periodic quizzes over types of Irish music, its thematic music form and cross reference it to Irish history and culture.
2. Students will record their Irish experiences through journaling of the 3 week session.
3. Students will submit a pictorial port folio of their experience.
4. Grades will be determined by a weighted average of:
 - Quizzes-20%
 - Journal-20%
 - Pictorial Portfolio-20%
 - Contributions to in-class discussions -20%
 - Written analysis of Irish music experience-20%

(SEE SAMPLE OF RUBRIC ENCLOSED for this critical thinking assignment)

Grading based on 100%:

A= 91-100%

B= 81-90%

C= 71-80%

D= 61-70%

F= Below 60%

VI. Policies:

A. Attendance Policy:

Attendance is of utmost importance in study abroad courses. There are no unexcused absences permitted. Multiple unexcused absences are grounds for removal from the program. Being in class on time is also very important. Frequent tardiness will be considered an absence and appropriate action will be taken. Absences due to illness must be reported immediately to the program director.

B. Academic Dishonesty:

Academic misconduct committed either directly or indirectly by an individual or group is subject to disciplinary action. Prohibited activities include but are not limited to the following practices: Cheating, including but not limited to unauthorized assistance from material, people, or devices when taking a test, quiz, or examination; writing papers or reports; solving problems; or completing academic assignments. In addition to other possible disciplinary sanctions that may be imposed as a result of academic misconduct, the instructor has the authority to assign either (1) an F or zero for the assignment or (2) an F for the course.

VII. Instructional Hours:

This course will consist of a minimum of 37.5 full hours of formal instruction.

Outline for Course of Irish Course of Study

1.0 Elements

- Defining music
- Evolution of music
- Sound: Pitch, Dynamics and Tone Color
- Melody, harmony and form of music

2.0 Performing Media: Voices and Music

- Vocal forms
- Strings
- Woodwinds
- Brass
- Percussion
- Irish vocal and instrumental practices

3.0 Rhythm

- Rhythms of Irish Folk Music
- Dance music of Irish Influence
- Impact of Irish music on African dance

4.0 The origins of music in historical periods

- Singing as entertainment in pre-historic times
- Music of the Middle Ages and Renaissance periods (European and Irish influences)
- Historical periods of rebel music

5.0 Music as a social gathering

- Irish music as a social gathering
- Impact of Irish music on African Music practices
- Music as a part of religious ceremony

6.0 Sacred Irish Music

- Impact of Catholicism on Irish society
- Words and music of sacred music
- Music for Mass

7.0 Secular Irish Music

- Modern Irish Instruments
- Modern day recorded Irish ballades, songs and jigs
- Music used for dance in a contemporary setting (Riverdance)
- Impact of International Irish musicians and dancers

SAMPLE:
Assessment of Critical Thinking Written Analysis of Irish Music Experience
Music Appreciation 1030 / General Education Assessment Scoring Rubric

Student:	Course:	Section:	Semester:

Indicate numerical value 1 - 5 for each primary category
Noting plus or minus signs at sub-topics may indicate where particular strengths or weaknesses lie. Not required

- 5 points** = Excellent: Exceeds all standards (A)
- 4 points** = Good: Meets all standards and exceeds some (B)
- 3 points** = Average: meets all standards (C)
- 2 points** = Fair: meets some standards but not all (D)
- 1 points** = Poor: fails to meet most or all standards (F)

5%	Assignment is understood and covers the material in a manner that meets the needs of the discipline (art, music or theater)
	Includes appropriate issues and materials as assigned
	Describes the artistic experience or event in a clear and appropriate manner
	Makes proper use of learned vocabulary specific to the discipline
	Shows intellectual rigor
	Follows format and assignment requirements
5%	Analysis and Evaluation of the artistic experience or event
	Thoughtful and clear evaluation based on the learned methods of the discipline
	Makes specific claims or responses, backed by reasoning and information
	Evaluations or responses show understanding of the issues in the area of study
	Evaluations show understanding of the assignment goals
5%	Personal insight and response
	Shows intellectual rigor and emotional sensitivity as appropriate
	Shows thoughtful observation and learning
	Shows originality and /or personal narrative
5%	Writing Skills
	Ideas are well organized and in proper paragraph form
	Correct use of diction, syntax, grammar and mechanics of writing
	Sentence structure is clear, varied, and fluid
	Words are used correctly and aptly
	Supporting material is appropriate, adequate and convincing
20%	Total assessment points
	Grade for student as letter, points or % to meet overall grading style of course section / Optional