

El Paso Community College

Syllabus

Part II

Official Course Description

SUBJECT AREA	<u>Music</u>						
COURSE RUBRIC AND NUMBER	<u>MUSI 1310</u>						
COURSE TITLE	<u>American Music (C) (HFA)</u>						
COURSE CREDIT HOURS	<table style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tr> <td style="border-top: 1px solid black; border-bottom: 1px solid black; padding: 0 10px;">3</td> <td style="padding: 0 10px;">:</td> <td style="border-top: 1px solid black; border-bottom: 1px solid black; padding: 0 10px;">0</td> </tr> <tr> <td style="text-align: center; font-size: small;">Credits</td> <td style="text-align: center; font-size: small;">Lec</td> <td style="text-align: center; font-size: small;">Lab</td> </tr> </table>	3	:	0	Credits	Lec	Lab
3	:	0					
Credits	Lec	Lab					

I. Catalog Description

Surveys various styles of music in America. Topics include American Folk Music, Ragtime, Jazz, Rock, and modern trends in American compositions. Recorded music and audio visual aids are used. Open to all.
Prerequisite: INRW 0311 or ESOL 0340 (can be taken concurrently) or by placement exam or ENGL 1301 with a “C” or better or ENGL 1302 with a “C” or better. (3:0).

II. Course Objectives

Upon satisfactory completion of this course, the student will be able to:

- A. Identify the elements, styles, and musicians’ representative of music within the chosen style(s): Folk, Ragtime, Dixieland, Music of Tin Pan Alley, Dance Music in the Early Jazz Age, 12 bar blues and Early Country, Big Band, Latin Jazz, Rock, Disco, Punk, Hip-Hop, and Alternative
- B. Analyze the elements and structures of music using appropriate terminology.
- C. Critically evaluate the influence of social, political, technological, and/or cultural ideas on the chosen musical style(s). Have a better understanding of the progression of American Popular Music based on the evolution of the United States from the colonial era to modern times.
- D. Articulate an informed personal reflection of the chosen musical style(s).
 - a. A project will be issued to the students in teams of no less than 3 requiring the students to attend a performance together and create a PowerPoint presentation between 5-8 minutes in length to be presented to the class. Students are to:
 - i. Utilize **critical thinking skills** to identify the musical elements generally found in American Music.
 - ii. Demonstrate **communication skills** written, oral, and/or visual to compare and discuss the musical styles as they evolved into the various genres of American Music.
 - iii. Practice **teamwork skills** when discussing or writing about the contributions and works of important musicians and songwriters.
 - iv. Utilize **social responsibility skills** to understand the relationship of the social and cultural influences on the development of American music.
 - v. This project can be used as a grade or not, that is up to the discretion of the teacher.

III. Evaluation

- A. Examinations will be administered to determine the student's progress and understanding of the course material. A minimum of three examinations and a final examination will be administered.
- B. Homework and reading assignments may be given by the instructor to aid the student in learning the course material. Instructor will also assign two concert reports and one research paper if deemed helpful for any student.
- C. To determine the student's final grade, the instructor will average examination scores and assignments. Grades will be based on the following scale:

90 to 100	=	A
80 to 89	=	B
70 to 79	=	C
60 to 69	=	D
Below 60	=	F

Attendance, tardiness, and other individual policies will be specified by the instructor and may be a factor in determining the final grade.

IV. Disability Statement (Americans with/Disabilities Act [ADA])

EPCC offers a variety of services to persons with documented sensory, mental, physical, or temporary disabling conditions to promote success in classes. If you have a disability and believe you may need services, you are encouraged to contact the Center for Students with Disabilities to discuss your needs with a counselor. All discussions and documentation are kept confidential. Offices located: VV Rm C-112 (831-2426); TM Rm 1400 (831-5808); RG Rm B-201 (831-4198); NWC Rm M-54 (831-8815); and MDP Rm A-125 (831-7024).

V. 6 Drop Rule

Students who began attending Texas public institutions of higher education for the first time during the Fall 2007 semester or later are subject to a 6-Drop limit for all undergraduate classes. Developmental, ESL, Dual Credit and Early College High School classes are exempt from this rule. All students should consult with their instructor before dropping a class. Academic assistance is available. Students are encouraged to see Counseling Services if dropping because exemptions may apply. Refer to the EPCC catalog and website for additional information.

VII. Title IX and Sex Discrimination

Title 9 (20 U.S.C. 1681 & 34 C.F.R. Part 106) states the following "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving Federal financial assistance." The Violence Against Women Act (VAWA) prohibits stalking, date violence, sexual violence, and domestic violence for all students, employees and visitors (male and female). If you have any concerns related to discrimination, harassment, or assault (of any type) you can contact the Assistant to the Vice President for Student and Enrollment Services at 915-831-2655. Employees can call the Manager of Employee Relations at 915-831-6458. Reports of sexual assault/violence may also be reported to EPCC Police at 915-831-2200.