

## PROPOSING A WRITING-INTENSIVE COURSE

### Information about the person submitting the proposal:

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Department: Creative Arts / Music  
College: Arts & Sciences and Music

### Information about the course:

Course Title: History of Popular Music  
Course Number: MUSC 197A  
Course description (*Bulletin* copy is fine):

This course will examine popular music history from the birth of rock n' roll to the iPod revolution. We will study outstanding musical examples through detailed analysis and enrich our understanding by examining the relevant social, historical and cultural contexts. Our goal is to develop a critical awareness of trends and common concerns in order fully appreciate the current state of the popular music industry.

Has this course been offered before?

- Yes, but not as a Writing Intensive course  
 No

Is this course a Gen Ed course?

- Yes, carrying the A designation  
 No

Has this course been approved by the relevant curriculum committees in your College/School?

- Yes  
 No

### Curricular Information:

- 1.) How many students will typically enroll in this course? **30** If the ratio between the students enrolled in the course and the instructor(s) charged with providing feedback is greater than 20:1, please explain.

I have been teaching this course with a significant writing component since Spring 2008. In anticipation of this official "Writing Intensive" designation, I have conversed with the Writing Program Director and Associate Dean of the School of Music. Starting in the Spring 2012, the cap will be lowered to 18 in order to ensure that I can maximize the benefits of writing intensive pedagogy.

- 2.) How does this course's WI emphasis support the academic and programmatic goals of the University or College/School curriculum?

Because the course has an A-designation for General Education, it draws students from across campus. They are usually drawn to the topic because they "like to listen to popular music", but they have typically never given serious attention to understanding common issues and historical trends. This course helps them to gain a deeper appreciation for a form of creative art and better articulate its social and cultural significance.

- 3.) After consultation with the Department Chair or Program Director, please explain how this course enhances or complements the regular curricular offerings of the department or program and how the course will be scheduled to avoid conflicts with other course offerings and rotations.

Many Digital Arts and Music Technology majors take MUSC 197A. The significant writing that these students do in this course provides them with an opportunity to practice and apply their writing skills to a topic of particular interest to their studies. The course has been scheduled at various times in years past and even included as an online offering during the summer.

Please answer each of the following.

- 1.) What are the writing-related learning goals for students in this course? What do students typically know about writing (or what can they typically do with writing) before they come to this class, and what do you expect them to learn over the course of the semester?

At the start of this course, students have a wide variety of writing skill levels. I expect students to practice their critical writing skills and apply them to a topic that they have likely never considered given serious reflection via the written word. This will ideally lead not only to enhanced writing skills, but increase ability to articulate and support their own appreciation for music they typically enjoy hearing.

- 2.) How is information literacy incorporated in this course? (In other words, in what ways will students be finding, evaluating, and incorporating outside source material into their written texts.)

The primary textbook for this course is a reader, therefore students are consistently required to evaluate and synthesize information from a variety of sources. Students are divided into groups, assigned unique readings and complete weekly written and oral reports. For these group reports, they are required to find and incorporate outside sources to augment the assigned reading. Therefore, information literacy is a key element of their weekly activities.

- 3.) How much will students' written assignments count toward the final grade? 100%

4.) How is revision incorporated into writing assignments? How will feedback be given, and which assignments will include required revisions?

Honestly, I have not incorporated revision into this course the last few times I have taught it and I acknowledge this flaw. However, this decision was primarily made in response to the overwhelming work managing the revision process for 30 students.

With an official WI designation and reduced enrollment, I intend to institute a term paper that students would build slowly over the course of the semester. Elements of the paper would initially be written for the weekly reports and, after receiving professor feedback, would be expanded and incorporated into the term paper. Of course, there would also be interim deadlines for outlines and rough drafts that would help them build the final paper slowly with ample feedback.

**Approvals:**

Writing Program Director

Chair of the Department

Curriculum Committee of (circle one)    A&S                      Business                      Music

University General Education Committee, as necessary

UCCAP