

# Department of Music

## Plan for Writing Across the Curriculum

### (For Music BA)

- I. Goals: At the completion of degree requirements in music, a graduate will be able to:
1. understand the vocabulary of music, i.e., music notation, performance terminology, compositional devices, historical terminology, etc.
  2. summarize in their own words literature that they have read.
  3. synthesize information from a wide range of sources, i.e., books, magazines, journals, videos, film, liner notes, and the Internet; make judgments about points of agreement and disagreement and develop hypotheses regarding apparent trends, probabilities, and/or contradictions.
  4. analyze musical examples (both aural and notated) and then verbally describe in their own words the conditions, characteristics, and substantive identity of the material.
  5. utilize the full range of music research techniques and materials in developing and corroborating hypothetical/ antithetical perspectives relative to a specific person, era or work
  6. document sources of information, both bibliographical and discographical, including citation of authors of concepts, techniques, musical compositions, and, verbal quotes.
  7. itemize and develop a personal practice program with short term/long term tactics and goals.
  8. itemize and develop evaluative techniques for assessing musical parameters in live or recorded performances.
  9. itemize and develop an oral/verbal historical document that examines the specific instrument or voice that they (the student) make music with.
  10. formulate and design a concert program representative of a specific voice, instrument or ensemble that reflects knowledge of stylistic variance, programmatic pacing and physical/emotional performance demands.

II. Objectives:

A. Behavior: Specific Writing Experiences

Each student will engage in a variety of writing experiences that include but are not limited to, listening logs of live or recorded events, analysis of musical excerpts, historical overviews of an instrument or vocal tradition, a synopsis of essays (relevant to a specific performance period and representative of the actual literature of the era) that synthesizes musical information on an artist or era, a research paper as an oral presentation, a comparison of multiple recordings with score referencing, lesson journals, practice logs, program design and performance notes, a compilation of factual (non-hypothetical) research in the area of jazz history, a hypothetical/antithetical research paper representing divergent beliefs in the area of rock history, book reviews of composers or musical eras, live concert reviews, and essays on the application of the Alexander Technique to the specific physical performance concerns of an instrument or voice.

B. Conditions:

Students will be provided with step by step procedures and examples relative to the type of writing assignments, i.e., outline design, bibliographical and discographical formats, draft and revision expectations, style concepts, hypothesis-antithesis documentation, and specific writing samples and sample logs or journals.

### C. Criteria for Writing Experiences:

Each student must take five courses that have a substantive writing component. Each of the five courses must be included in one of the following three types (introductory, writing to learn, and advanced). The total must include one introductory course and one advanced course. The remaining courses may be either writing to learn or advanced. At least four courses must be chosen from the list of approved writing courses taught in the Department of Music (approved courses listed below). The other course may be chosen from the lists of approved writing courses taught in the other fine arts departments, specifically Art, Theatre or Writing Arts, and approved by the Music Department for Music majors.

#### 1. Introductory Writing Course:

In this course the students review the basic elements of writing, e.g., sentence structure, subject, verb, independent-dependent clauses. Students are required to write listening logs, concert reviews, essays on an instrument/performance tradition, evaluative essays on a specific recording and will design a program and relevant performance notes. Writing will be critiqued, returned with extensive feedback, and will allow for revision and/or re-evaluation.

#### 2. Courses Emphasizing Writing to Learn:

These are courses in the major in which students are required to write book reviews, term papers/oral presentations, musical analysis documents, lesson journals, synopsis of essays specific to a musical era, and comparison studies of recorded examples in which 25% or more of their mastery of the course is evaluated in terms of their ability to present their knowledge of the material learned in their own words. The remainder of the evaluation for these courses may be by other means including listening exams, musical dictation and analysis, and objective and/or essay exams.

#### 3. Advanced Level Courses:

In these courses, students are required to write one or more of the following: a) a term paper including extensive critical review of extant literature (by era, style or period) on an approved topic (with appropriate bibliographical and discographical documentation) or b) a research paper that addresses hypothetical! antithetical materials (also with appropriate bibliographical and discographical documentation) that may include the students own independent research in which materials (literature, recordings, videos, etc.) are critically reviewed, evaluated, discussed, and conclusions drawn. Students will be required to do multiple drafts and revisions of outlines and/or complete documents that will be critiqued by the instructor and returned with extensive feedback including the opportunity to rewrite for a higher grade.

### III.

#### Courses:

Specific courses that would fulfill the writing requirement for the Music Department would fall under three categories:

A. Introductory:

A Knowledge Foundation or Critical Thinking course with a strong writing component (1 required-or evidence of a similar experience at a previous college for transfer students or at another college, with off-campus approval):

MUS 101: Worlds of Music

MUS 112: Introduction to Music Literature

MUS 113: Introduction to Music Literature and History

MUS 117: Introduction to Music Listening thru Jazz, Rock & Pop

B. Writing to Learn:

Courses in which writing to learn is a substantial component (as described in #C2 above) but not necessarily including a term paper (intermediate level writing courses may also be satisfied by courses with a substantial writing requirement from another Fine Arts Department, i.e., Art, Theatre, or Writing Arts for any student or from a previous college for transfer student):

MUS 288/488: Efficient Body Use in the Performing Arts

MUS 301: Advanced Music Theory

MUS 307: An Introduction to Opera

MUS 309: Vocal Literature

MUS 312: Music in the Baroque Era

MUS 313: Music of the Classical Period

MUS 314: Music of the Romantic Period

MUS 315: Music of the Twentieth-Century

MUS 316: American Music

MUS 319: Piano Literature

MUS 320: Renaissance Music

MUS 323: Women and Music

MUS 329: Music and Politics

MUS 410: Ancient & Medieval

C. Intensive Writing:

At least one course in which students are required to write at least one term paper of 10 or more pages, based on either historically /factual literature or a hypothetical/ antithetical research paper representing divergent/debatable beliefs:

MUS 310: Music History I

MUS 311: Music History II

MUS 317: Evolution of Jazz & Rock

MUS 400: Form & Analysis