



- I. COURSE DESCRIPTION:** This course will give students the opportunity to think creatively and critically about the influence of popular music on culture. Students will explore different music genres (rock, metal, hip hop and rap), their development and social significance. Students may explore music in film, commercials, war and protest, social and civil rights movements, and the contributions of specific artists to contemporary culture. The ways in which popular music has contributed to the current culture and, in turn, how culture has shaped popular music will be examined.

This course meets the requirements for the General Education Arts in Society theme.

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

Upon successful completion of this course, the CICE student along with the assistance of a Learning Specialist, will demonstrate the basic ability to:

1. Classify music into genre types

Potential Elements of the Performance:

- Recognize music genre types by rhythm and instrumentation
- Show a basic ability to describe the origins of musical genres
- Show a basic ability to Identify the blending and influence of genres on each other

2. Identify the socio-cultural origins of each genre

Potential Elements of the Performance:

- Recognize the beginnings of individual genres
- Recognize the influence musical genres have had on culture
- Show a basic ability to Identify the cultural origins of musical genres

3. Identify features of music, artists and genre types through focused listening

Potential Elements of the Performance:

- Show a basic ability to Identify the parts of a song: verse, chorus, bridge, riff etc
- Show a basic ability to Name specific musical artists and genres by listening

4. Recognize the function of technology in the development of music

Potential Elements of the Performance:

- Show a basic ability to Describe the evolution of technologies for the dissemination of music
- Summarize the development of recording technology
- Show a basic ability to Explain the cultural significance of musical technologies
- Recognize significant milestones in the recording and performance of music
- Recognize the role of radio in the popularization of music and its influence on culture

5. Describe the social and cultural significance of music

Potential Elements of the Performance:

- Explain the role of music in personal and social identity
- Show a basic ability to Describe the role music has played in socio-cultural evolution and revolution
- Recognize the cultural prejudices that shaped the nature of popular music
- Recognize how music and musicians have been the targets of intolerance and adulation

6. Identify music with its era

Potential Elements of the Performance:

- Show a basic ability to Identify the eras in which specific genres developed and/or became widely known
- Recognize important political, social, and/or technological movements and developments that accompanied the popularization of music within different eras.

### **III. TOPICS (May Include):**

1. Music and Socio-Cultural/Economic Identity
2. The Origins of Contemporary Music
3. Musical Genres
4. The Corporatization of Music
5. Music and Technology
6. Significant Artists and Business Architects

**IV. REQUIRED RESOURCES/TEXTS/MATERIALS:**

The professor will assign readings as needed. Much of the listening material will be provided, but students will be expected to supplement resource material with their research.

**V. EVALUATION PROCESS/GRADING SYSTEM:**

Activities:	35%
Project:	20%
A Review of a Live Performance	15%
Tests (2 x 15%)	30%

The following semester grades will be assigned to students:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

***NOTE: Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.***

**VI. SPECIAL NOTES:**Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

**VII. COURSE OUTLINE ADDENDUM:**

The provisions contained in the addendum located on the portal form part of this course outline.

**CICE Modifications:****Preparation and Participation**

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

**A. Tests may be modified in the following ways:**

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

**B. Tests will be written in CICE office with assistance from a Learning Specialist.*****The Learning Specialist may:***

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

**C. Assignments may be modified in the following ways:**

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

***The Learning Specialist may:***

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

**D. Evaluation:**

Is reflective of modified learning outcomes.