



# COURSE OUTLINE

## GAS0109

Prepared: Mark Dunn    Approved: Martha Irwin

<b>Course Code: Title</b>	GAS0109: MUSIC AND POP CULTURE								
<b>Program Number: Name</b>	1120: COMMUNITY INTEGRATN								
<b>Department:</b>	C.I.C.E.								
<b>Semester/Term:</b>	17F								
<b>Course Description:</b>	This course will give students the opportunity to think creatively and critically about the influence of popular music. 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.								
<b>Total Credits:</b>	3								
<b>Hours/Week:</b>	3								
<b>Total Hours:</b>	45								
<b>Substitutes:</b>	GAS109								
<b>General Education Themes:</b>	Arts in Society Civic Life Social and Cultural Understanding Personal Understanding Science and Technology								
<b>Course Evaluation:</b>	Passing Grade: 100%,								
<b>Evaluation Process and Grading System:</b>	<table border="1"> <thead> <tr> <th>Evaluation Type</th> <th>Evaluation Weight</th> </tr> </thead> <tbody> <tr> <td>Activities/Responses</td> <td>65%</td> </tr> <tr> <td>Live Music Review</td> <td>15%</td> </tr> <tr> <td>Project</td> <td>20%</td> </tr> </tbody> </table>	Evaluation Type	Evaluation Weight	Activities/Responses	65%	Live Music Review	15%	Project	20%
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### **Course Outcomes and Learning Objectives:**

Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist will acquire varying levels of skill development relevant to the following learning outcomes:

#### **Course Outcome 1.**

Classify music into genre types.

#### **Learning Objectives 1.**

- Recognize music genre types by rhythm and instrumentation
- Describe the origins of musical genres
- Identify the blending and influence of genres on each other

#### **Course Outcome 2.**

Identify the socio-cultural origins of each genre.

#### **Learning Objectives 2.**

- Recognize the beginnings of individual genres
- Recognize the influence musical genres have had on culture
- Identify the cultural origins of musical genres

#### **Course Outcome 3.**

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

#### **Learning Objectives 3.**

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

#### **Course Outcome 4.**



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Recognize the function of technology in the development of music

### **Learning Objectives 4.**

- Describe the evolution of technologies for the dissemination of music
- Summarize the development of recording technology
- 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

### **Course Outcome 5.**

Describe the social and cultural significance of music

### **Learning Objectives 5.**

- Explain the role of music in personal and social identity
- 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

### **Course Outcome 6.**

Identify music with its era

### **Learning Objectives 6.**

- 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.

#### **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.



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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.** Further modifications may be required as needed as the semester progresses based on individual student(s) abilities and must be discussed with and agreed upon by the instructor.

**B. 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.

**C. 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.

**D. 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:***



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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

### **E. Evaluation:**

Is reflective of modified learning outcomes.

**NOTE:** Due to the possibility of documented medical issues, CICE students may require alternate methods of evaluation to be able to acquire and demonstrate the modified learning outcomes

**Date:**

Wednesday, September 6, 2017

Please refer to the course outline addendum on the Learning Management System for further information.