



**I. MODIFIED COURSE DESCRIPTION:**

This course will give students the opportunity to think creatively and critically about the influence of popular music. CICE students, with assistance from a Learning Specialist, will explore different music genres (rock, blues, metal, hip hop and rap), their development and social significance. CICE 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, with the assistance of a learning specialist, will demonstrate the basic ability to (or) will acquire a basic skill level in:

1. Classify music into genre types

Potential Elements of the Performance:

- Recognize music genre types by rhythm and instrumentation
- Describe the origins of musical genres
- 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
- Identify the cultural origins of musical genres

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

Potential Elements of the Performance:

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

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

Potential Elements of the Performance:

- 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

5. Describe the social and cultural significance of music

Potential Elements of the Performance:

- 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

6. Identify music with its era

Potential Elements of the Performance:

- 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/Unit Responses	65%
Project:	20%
Review Assignment	15%

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%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
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: For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

*If a faculty member determines that a student is at risk of not being academically successful, the faculty member may confidentially provide that student's name to Student Services in an effort to help with the student's success. Students wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member.*

If a faculty member determines that a student is at risk of not being successful in their academic pursuits and has exhausted all strategies available to faculty, student contact information may be confidentially provided to Student Services in an effort to offer even more assistance with options for success. Any student wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member.

## **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.

### **Addendum:**

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.

## **VII. COURSE OUTLINE ADDENDUM:**

The faculty member reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

**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.