

Online Course - Supplement to the Course Outline of Record
Los Medanos College 2700 East Leland Road Pittsburg, CA 94565 (925) 439-2181

Department: MUSIC Course #: MUSIC 012

Course Title: Popular Music in American Culture

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Course to Begin: Existing Course
(semester/year)

Instructions:

- Submit this completed form along with a copy of the course outline of record (COOR) or the Experimental course outline of record (900 form) to your Dean/Senior Dean.
- Submit an ELECTRONIC COPY of this form and the course outline to the Office of Instruction.
- It is recommended that you consult with the Online Committee, and for GE courses with the GE Committee, as their recommendation will expedite the approval of the Curriculum Committee.

1. Sections of this course may be:

Completely Online

Partially Online

Percentage of Course Online _____

Percentage of Course Face to Face _____

2. What course management system will you use?

Blackboard

Other (please specify)

3. Please describe *how* you will use the options below to achieve regular effective instructor-student contact. Please give specific examples.

- a. Discussion Board (asynchronous)- Students will begin the course with posting to an Introduce Yourself forum and then replying to another student's introduction. Instructors will reply/comment to each student's initial post. This will serve to familiarize students with the discussion board and begin the process of building a classroom community. There will also be a General Questions and Support forum for students to post inquiries relevant to the entire class. Students that send an email with questions that could benefit the entire class will be encouraged to post to this forum. For each chapter of the text there will be a discussion board forum with prompting questions to initiate and direct the discussion. An example prompt would be comparing The King Oliver Band with Louis Armstrong to Louis Armstrong's Hot Five what would be the most significant differences between the two groups stylistically? The Professor will promote discussion through follow-up questions. Students will also be directed to question or comment on posts made by other students.
- b. Email-Individual responses to student inquiries will be handled by email will be addressed within two business days.
- c. Chat (synchronous)- A Professor moderated chat may be offered as an option if time can be set where all or almost all students can participate. If this is used the session will be archived for those who could not participate. Chat may be also used for office hours.

- d. Telephone/voice mail- Students can contact the professor by phone particularly when the issue does not lend itself to email and it would be difficult for the student to come to in-person office hours on campus.
 - e. Face to face meetings (groups or individuals)- No face to face meetings are anticipated, though students will be invited to come to in-person office hours if they desire to do so.
 - f. File exchanges (e.g. “digital drop-box”)-Assignments may be submitted and returned using either the Digital Drop Box or Assignment features in Blackboard.
 - g. Other – Announcements will be used to communicate updates about the course and assignments with students directed to email questions or post to the General Questions discussion board forum.
4. For each course level student learning outcome, explain and give examples of how students will achieve the outcome in an online learning environment.

CSLO 1 -Term Paper – In the term paper students are asked to write about and orally present different cultural strands and how they shape the music and musicians being researched. This allows the student to write and orally communicate in an effective manner about the role of contrasting cultures in the development of Popular Music Genres.

Discussion Topics – In discussion topics, students are asked to explore how different cultural strands have shaped the music and musicians being studied. A possible discussion topic might be Proposition: since rappers neither sign, write melody or harmony nor play an instrument, rappers are better viewed as poets reciting to a hip hop beat or loop than as musicians. Do you agree or disagree? Why? Use facts to back up our point of view, not just emotion, write a cogent, well-reasoned college-level paragraph on the subject and be prepared to discuss. This allows the student to communicate succinctly about art forms and their classification as well as to examine how their assumptions about a genre of music and how it developed may be very different than the reality of the matter.

Final – Finals include an essay question asking the student to describe the cultural influences that made up early jazz. This allows the student to demonstrate their ability to write clearly under a time constraint about the role of different cultures in making up the music being explored.

CSLO 2 – Tests – Test questions ask students to look at the evolution of popular music and how it has been influenced from historical and cultural perspectives. A possible question would ask the student the following: Choose the letter that best represents the statement below. _____ Disco was an identifiable musical expression of which of the following groups of people? A. The unemployed English kids. B. The upper-class American affluent. C. The MTV generation. D. The gay community. E. The transplanted Jamaicans of the Bronx. This helps students understand the cultural and socio-economic forces that shaped this genre of music.

Term Paper – In the term paper students are asked to research and write about cultural, political, economic, historical environments that gave rise to the artist and artistic movement. This allows the student, from a historical, cultural, economic and political perspective to analyze how these factors shaped the artist and his/her artistic movement.

Discussion Topics – In discussion topics, students are asked to examine how extra-musical forces interrelate and influence music. For example, a possible topic would be the appropriateness of artists taking a political stance in favor of an issue or a candidate and how that would affect the audience perception of the artist and the issue/candidates. This allows students to see the interconnectedness between music and other disciplines.

Final – Finals questions ask students to look at the evolution of popular music and how it has been influenced, from historical and cultural perspectives. A possible question would ask the student the following: Rastafarianism is a religion often associated with which musical style? A. Reggae. B. Funk. C. Disco. D. Funk-pop. This allows students to see the interconnectedness between music and other disciplines.

CSLO-3 – CD Review – In the CD Review, students are asked to put the specific musical style and approach of the artist(s) into a larger context of its subgenre and genre, as well as other genres that may have affected the artist. For example, a possible review would examine how Miles Davis seminal record *Bitches Brew* created the subgenre of jazz-fusion, drawing on jazz, funk and rock genres for inspiration. This allows the student to understand the cross-pollination that is a hallmark of American Popular Music.

Term Paper – In the term paper students are asked to research and write about what genres, subgenres and specific artists influenced the artist being studied. This allows the student to analyze and explain how these genres influenced the artist and his/her artistic movement.

Discussion Topics – In discussion topics, students are asked to examine how various genres and subgenres of music influence and are drawn from each other. A possible topic might be an examination of how the Latin-Rock of Carlos Santana was drawn from and became a melding of Afro-Cuban, SF Rock and Roll and the 60s precursors of smooth jazz. This allows the student to see how various musical genres can be combined to create a new artistic movement.

CSLO-4 – Discussion Topics – In discussion topics, students are asked to explore the ethical issues in how music is distributed, marketed and consumed, and what the implications are for the musicians making the music and the audience consuming it. A possible topic could be almost all of you, who share burned CDs and MP3s, and some of you do so illegally; I want you to discuss the implications of this for those who make the music. How will musicians be compensated fairly for their work, if no one is paying for it? In this way, students can see how a seemingly victimless act of file-sharing can have massive effects on the world of recorded music.

Final – The Final will include an essay component where the student will be asked to make a case for or against file-sharing. This allows the student to tease out and justify his/her stance on the ethics of file-sharing, in light of its effect on the livelihood of musicians.

CSLO-5 – Tests – Test questions ask students to name the different musical strands that make up various forms of popular music. A possible question would ask the student the following: What are the three cultural/musical sources of popular music in America? A. Western European classical music, Anglo-American Folk music, African rhythm. B. Western European rhythms, Anglo-American use of the vernacular, and African instruments. C. Western European vernacular speech, Anglo-American folk instruments, and African blues. D. Minstrelsy, spirituals, and ragtime. This helps students understand the cultural and socio-economic forces that shaped this genre of music. This allows the student to properly identify the three main musical progenitors of Popular Music.

Concert Reports - In assigned concert reports, students must review at least 3 live concerts of contrasting musical styles. In the guidelines, they are required to do research on the group and genre for each concert they review, and to describe the musical genre and subgenre that makes up the musical style of the artist/group they have heard. This enables the student to explore and understand in depth at least three distinct genres that make up the American Popular Music landscape.

Final – Finals questions ask students to be able to properly identify the elements that make up each genre and subgenre of the music studied during the semester. A possible question would ask the student the following: Both blues and jazz come from the same sources, but each has certain characteristics that differentiate one from the other. Generally speaking, which of the following is true? A. Blues is predominantly vocal music whereas jazz is predominantly instrumental music. B. blues is based on the African-American experience in America whereas jazz is based on the Caucasian experience. C. The instrument most identified with blues is the acoustic guitar, whereas the instrument most identified with jazz is the electric guitar. D. Jazz focuses more on the backbeat than does Blues. This allows the student to understand the subtle distinctions that make up each style of popular music.

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5. For completely online GE courses only: How do you propose to integrate the *oral communication (speaking) criterion* into your completely online course? Explain how the course will incorporate *both aspects* of the oral communication criterion in a completely online course. (Reviewed by the GE Committee)

- a. GE courses are required to “provide regular opportunities for students to **explore ideas and communicate orally.**” Explain how such **small group activities** will be achieved in a completely online course using technologies such as:

Telephone (teleconference/web conference) – With Skype, IChat, Google Voice and others, all free software programs readily available to any computer user, students can engage in audio and video conference calling as well as synchronous chat, either moderated by the professor or self-moderated. Obviously, just as with a physical classroom the participants will need to be available to participate online at a set time and date with these technologies, although with chat and video/voice posting technologies it will be possible to have ongoing discussions over an extended period, rather than only for the fixed hour or so set aside in a physical classroom. In discussion topics, using the discussion board on the Blackboard site as the medium for communication, students are asked to explore the ethical issues in how music is distributed, marketed and consumed, and what the implications are for the musicians making the music and the audience consuming it. A possible topic could be almost all of you, who share burned CDs and MP3s, and some of you do so illegally; I want you to discuss the implications of this for those who make the music. How will musicians be compensated fairly for their work, if no one is paying for it? In this way, students can see how a seemingly victimless act of file-sharing can have massive effects on the world of recorded music. Make it very, very clear so it leaves no questions in their minds. Example, in a team review of a musical piece, students together with instructor will enter a teleconference through SKYPE or Confer and peer review the mini-performance.

- b. In GE courses, “students should demonstrate the ability to **speak effectively both in small groups and whole class presentations.**” Explain how such presentations will be accomplished in a completely online course using technologies such as:

Video clips (audio visual recording) – All modern computers have the ability to “film” speakers as they give presentations. Video conferences have been a familiar part of business meetings for decades and have been incorporated into educational presentations for live interactive dialogue, where appropriate. Again, the advantage of the online environment is that the speaker (or speakers if a small group presentation) can record the presentation and post it to a discussion board for viewing and comment by the class over an extended period of time. To give an example; Using a Flip style camera (or any similar technology) students will film their short musical presentation for peer and instructor review. This clip will be updated into Face book or any other social networking system to enable students to peer tutor and instructor to view and evaluate both the student performance and student class participation in this assignment.

