Detailed Assessment Report
2014-15 NC MUSI 1310 History of Rock (App for 15-16)
As of: 4/21/2015 10:10 AM CST

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Critical Thinking (CT)

Critical Thinking Skills (CT): Course instruction and assessment to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.

- Method of instruction: lecture and discussion, reading of course materials, writing and presentation of assigned topics.


- Initial performance target: “acceptable” average score on 70% of rubrics

Connected Document
MUSI 1310 Rock Rubric term paper

Relevant Associations:

General Education/Core Curriculum Associations

1) Critical Thinking: Students will apply critical thinking appropriately to identify, analyze and resolve complex issues.

Related Measures

M 1: Term Paper (1, 2, 4)

A Term Paper has been assigned in this class. The paper will be a 5,000-word essay (excluding footnotes and bibliography) requiring extensive research outside of class. The topic will be an analysis of a “one hit wonder.” A book listing the historical Billboard Top 40 charts will be placed on reserve in the library (second floor). You will find a song that charted by a group not covered in the textbook.

1) Listen to the song, and more broadly to that group's music to get a grip on their sound.

2) Analyze the song in the way that the textbook does, and research the history of the group (both before and after the song charted).
a. Describe the song's distinctive musical features (lyrics, form, arrangement, musical elements generally, etc.). Make special note of instances of similarity/contrast with the group's other songs and with those by other groups from the same point in time.

3) Provide information that contextualizes the song in a larger historical context
a. Who were they competing against
b. How do they sound similar to or different than their competition from the time?
c. How was their image/marketing similar to or different from that of their competition/rivals?

4) Speculate as to why your chosen group was only a “one hit wonder” instead of a “big name” in the way that warranted coverage in the textbook. What about this group/song made it less important insofar as the textbook’s authors might have been concerned? Did the authors of the text do the group/song an injustice by not giving them more air time, or were they correct in not including it as significant?

Source of Evidence: Written assignment(s), usually scored by a rubric

Connected Document
MUSI 1310 Rock Rubric term paper

Target:
Initial performance target: “acceptable” average score on 70% of rubrics related to critical thinking.

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MUSI 1310 Rock Rubric term paper

SLO 2: Communication Skills (CS)

Communication Skills (CS): Course instruction and assessment to include effective written, oral, and visual communication.

  o Method of instruction: lecture and discussion, reading of course materials, writing and presentation of assigned topics.

  o Method of assessment: Rubric-scored term paper; rubric-scored team presentation/discussion.

  o Initial performance target: “acceptable” average score on 70% of rubrics.

Connected Documents
MUSI 1310 Rock Rubric debate
MUSI 1310 Rock Rubric term paper
Relevant Associations:

General Education/Core Curriculum Associations

3  Communication: Students will develop written and oral presentations that are clear, precise, organized, efficient and appropriately adapted to audience and purpose.

Related Measures

M 1: Term Paper (1, 2, 4)

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Source of Evidence: Written assignment(s), usually scored by a rubric

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MUSI 1310 Rock Rubric term paper

Target:
Initial performance target: “acceptable” average score on 70% of rubrics related to communication skills (written).

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MUSI 1310 Rock Rubric term paper
M 2: In-class debate and presentation (2, 3)

The group presentation and debate will occur on one of three days in the semester designated as “Short Presentation and In-Class Debate” on the course schedule. Each student will complete this task once, and will be an interested observer on the other two days. The topics and a brief overview are appended at the end of this syllabus. There are two distinct portions to this assignment: the formal presentation and the more informal oral.

1) The students will collaborate in groups to create an outline and aesthetically pleasing powerpoint slides outlining the problem as they see it and their position on the issue. They will present a ten minute summary of their position to the class. Research in addition to the textbook’s information, using scholarly journals and books (not just random websites) is expected. The textbook often provides useful bibliographic resources, which should be consulted by the student.

2) The students will also serve as “panelists” on their chosen debate day. They will, in an informal roundtable environment, defend their group’s position from the opposing group and respond to questions. They will have consulted with their colleagues taking the same position in an effort to discern the best way to argue their points potentially raised by the other side. Students who do not participate in a thoughtful way during the debate portion of the assignment will have their overall grade for this assignment lowered.

Source of Evidence: Presentation, either individual or group

Connected Document
MUSI 1310 Rock Rubric debate

Target:
Initial performance target: “acceptable” average score on 70% of rubrics related to communication (oral/visual).

Connected Document
MUSI 1310 Rock Rubric debate

SLO 3: Teamwork (TW)

Teamwork (TW): Course instruction and assessment to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.

- Method of instruction: lecture and discussion, peer-to-peer feedback and interaction, and group presentation of research.
- Initial performance target: “acceptable” average score on 70% of rubrics.

Connected Document
MUSI 1310 Rock Rubric debate

Relevant Associations:

General Education/Core Curriculum Associations

Teamwork: includes the ability to collaborate effectively, consider different points of view, and work with others to...
support a shared purpose or goals.

**Related Measures**

**M 2: In-class debate and presentation (2, 3)**

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**Source of Evidence:** Presentation, either individual or group

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**MUSI 1310 Rock Rubric debate**

**Target:**

Initial performance target: “acceptable” average score on 70% of rubrics related to teamwork.

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**MUSI 1310 Rock Rubric debate**

**SLO 4: Social Responsibility (SR)**

Social Responsibility (SR): Course instruction and assessment to include intercultural competency, civic knowledge, and the ability to engage effectively in regional, national, and global community.

- Method of instruction: lecture and discussion, reading of course materials, writing and presentation of assigned topics.
- Initial performance target: “acceptable” average score on 70% of rubrics

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**MUSI 1310 Rock Rubric term paper**
Relevant Associations:

**General Education/Core Curriculum Associations**

5 Civic knowledge and engagement: includes both local and global intercultural knowledge and competence

**Related Measures**

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Source of Evidence: Written assignment(s), usually scored by a rubric

**Connected Document**

[MUSI 1310 Rock Rubric term paper](#)

**Target:**
Initial performance target: “acceptable” average score on 70% of rubrics related to social responsibility.

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[MUSI 1310 Rock Rubric term paper](#)