

Beginning Level Course: 201			
UULO	1	2	3
Performance Indicator	5: Describes criteria used to make informed decisions and choices	3: Selects information that provides evidence for the topic	1: Reads the text and selects main ideas
Teaching/Assessment Strategy	Classroom discussion, small group analysis of works with supporting documentation/Keeps log of resources used in analyzing work	Lecture, small group exercises with resources to find documentation/provides bibliography for supporting documentation used in basic analysis of 4 part work	Class discussion and in-class exercise to identify key concepts in reading assignments/Student is able to apply supporting documentation in basis analysis of 4 part work, provides an analysis with justification

Why This Course?

Required course for ALL music majors during 1st semester as sophomore, prerequisite for other courses where UULOs can be reinforced

Middle Level Course: 303			
UULO	2	2	1
Performance Indicator	3: Access and collect the needed information from appropriate primary and secondary sources	4: Recognize complexity of problems and identify different perspectives from which problems and questions can be viewed	5: Describes criteria used to make information decisions and choices
Teaching/Assessment Strategy	Small groups collect information from assigned resources; in-class peer review of information gathered/provide an annotated bibliography of relevant sources, defining within the annotations primary and secondary sources	In-class analysis with student participation of a musical work with problems presented by instructor and discussed in class/submit two possible analyses of one musical work with justification of why each may be correct	Lecture, in-class exercises/2-3 page essay on criteria used in finding and choosing which sources to use in support of analysis

Why This Course?

Required course for ALL music majors in semester just following 201 and 202, enabling reinforcement of UULOs introduced in 201 and 202.

End Level Course: 341			
UULO	1	2	2
Performance Indicator	5: Describes criteria used to make information decisions and choices	2: Access and collect the needed information from appropriate primary and secondary sources	4: Recognized the complexity of problems and identify different perspectives from which problems and questions can be viewed
Teaching/Assessment Strategy	4-5 page paper on the stylistic qualities of the music of one composer with annotated bibliography describing how resource was found and why used/Reading assignments on basic research strategies; brainstorm with class on how information decisions and choices are made	Annotated bibliography with at least 5 resources to accompany paper; Annotation should describe resource (primary or secondary, how it can inform paper)/Lecture and in-class activities on compiling annotated bibliographies	Reading assignment of two short articles with differing views of a composer's work, with subsequent short report identifying and describing different perspectives/Video presenting two very different viewpoints on the lat keyboard works of J.S. Bach – are they meant for harpsichord or pianoforte?; discussion of video.

Why This Course?

Required for ALL music majors, generally taken in junior or senior year, after UULOs have been introduced and reinforced in 201, 202, 303, 304