

Assessing the Authentic Learning Assessment Project

Report for the Last IL Grant Assessment Project, 2007-2008

◆ Who worked on this project?

Librarian/College: Sharon Spence-Wilcox, Seattle Central Community College

Person/Department/Course: Jim Cauter, Humanities Faculty, MUS161 - History of American Popular Music

◆ Outcomes – What did you want the student to be able to do?

What did students need to be able to do in order to be successful?

General IL outcomes listed on the grading rubric:

- Use Information Ethically and Responsibly
- Organize and Incorporate Information into Knowledge base
- Use Appropriate Sources
- Reflect and Synthesize [prior and new knowledge]

More specific IL outcomes used for previous music research workshops:

- Accurately document sources using MLA style
- Decide where to look for info depending on the topic
- Use the library's print resources, audiovisual media collection, and research databases
- Select high quality sources based on evaluation criteria

◆ Curriculum – What did the student need to know?

What's the ground/content that needed to be covered?

- Difference between internet v. library content
- Library web site as a portal for research help
- How to use LC call numbers to browse for reference books by subject
- How to search the library's book and audiovisual collections using the library catalog
- How to find relevant, academic articles in research databases

◆ Pedagogy – What were the learning activities?

What was the setting and activities for the students to gain/develop these abilities?

Students visited the library during the 2nd week of the course for an Information Literacy workshop. The librarian used the collage activity and research guide handout to introduce students to library resources appropriate for the two course assignments requiring research (week-long group presentation and individually research paper). Below is a summary of the session.

Review current research strategy:

- Students brainstorm types of resources they would use to find info for assignments.

Introduce Reflect Learn Connect research strategy (the IL model):

- Quick walk-through of IL puzzle pieces

Participate in Collage Activity to focus on 2 IL puzzle pieces, *Identify Options & Select Sources*:

- Understand the library's physical organization = LC classification, collections, computer systems
- Explore the library's Web site = gateway to research (catalog, databases, citation guides,...)
 - Break into groups, each with a task | Read carefully, ASK | Work on task for 6 minutes | Return ready to report on findings, share tips, troubleshoot problems
 1. Reference Collection [multidisciplinary, subject encyclopedias]
 2. Circulating Collection [LC browse] - (detailed analysis)
 3. Periodicals [Access & Types] - (current) +ejournals
 4. Library Catalog [search options] - (SH vs. KW, limits) +ILL
 5. Research Databases [search options] - (full text vs. citation/abstract, reviews, SH) +remote
 6. Web Sites [invisible web] - (dynamic, variety) +virtual libraries vs. search engines
 7. Media Services (videos, cds, equipment)

Take advantage of other library resources

- KCLS/SPL: additional databases, books | UW libraries open to all: in-library use of resources

♦ **Assessment – How did the students demonstrate the learning?**

What assessment did you design for students? (Attach any assessment tools you used)

- During the IL session in the library, students responded to question prompts about their collage task on a worksheet, then reported out strategies for finds and discussed the experience [collage worksheet attached]
- 5 weeks later, students turned in a prospectus that described their research paper plans (answering the what, why, how) and listed a preliminary bibliography
- 4 weeks later, students submitted their research paper, including the annotated bibliography, which was graded according to the rubric.

♦ **Criteria – How did you (instructor and librarian) know the student had done this well?**

How did you judge/evaluate the performance?

We adopted a grading rubric that related to the research paper assignment that included 4 IL dimensions.

	Emerging	Developing	Competent	Strong
Uses Information Ethically and Responsibly (30 possible points)	7 points <ul style="list-style-type: none"> ▪ Does not or insufficiently cites sources appropriately ▪ Demonstrates little or no knowledge of legal or ethical standards for appropriate and responsible information use 	14 points <ul style="list-style-type: none"> ▪ Cites some sources appropriately ▪ Demonstrates some knowledge of legal or ethical standards for appropriate and responsible information use 	21 points <ul style="list-style-type: none"> ▪ Cites most sources appropriately ▪ Demonstrates some knowledge of legal or ethical standards for appropriate and responsible information use 	30 points <ul style="list-style-type: none"> ▪ Consistently cites sources appropriately ▪ Consistently demonstrates knowledge of legal or ethical standards for appropriate and responsible
Organizes and Incorporates Information into Knowledge Base (20 possible points)	5 points <ul style="list-style-type: none"> ▪ Does not or insufficiently summarizes main ideas and/or information 	10 points <ul style="list-style-type: none"> ▪ Minimally summarizes main ideas and/or information 	15 points <ul style="list-style-type: none"> ▪ Summarizes main ideas and/or information in context and with detail 	20 points <ul style="list-style-type: none"> ▪ Accurately summarizes main ideas and/or information as well as their sub-topics/sub-questions/multiple perspectives
Uses Appropriate Sources (20 possible points)	5 points <ul style="list-style-type: none"> ▪ Unable to or minimally distinguishes types or formats of potential sources ▪ Uses only one type or format of information 	10 points <ul style="list-style-type: none"> ▪ Distinguishes some types or formats of potential sources ▪ Uses a few types or formats of information 	15 points <ul style="list-style-type: none"> ▪ Distinguishes many types or formats of potential sources ▪ Uses many types or formats of information 	20 points <ul style="list-style-type: none"> ▪ Distinguishes many appropriate types or formats of potential sources ▪ Uses many appropriate types or formats of information
Reflects and Synthesizes (30 possible points)	7 points <ul style="list-style-type: none"> ▪ Does not or insufficiently establishes interrelationships among ideas and/or does not compare new and prior knowledge 	14 points <ul style="list-style-type: none"> ▪ Establishes some interrelationships among ideas and/or does little comparison of new and prior knowledge 	21 points <ul style="list-style-type: none"> ▪ Establishes interrelationships among ideas and/or does some comparison of new and prior knowledge 	30 points <ul style="list-style-type: none"> ▪ Establishes interrelationships among ideas and/or accurately compares new and prior knowledge to construct new concepts, ideas, insights

Students were introduced to the rubric in the course syllabus. The instructor and librarian collaboratively graded the research papers, focusing on the four learning outcomes described in the rubric. At our first grading session, we reviewed the rubric and the research paper requirements. We agreed to use the annotated bibliography component of the assignment to reflect the *organizing and incorporating information into knowledge base* outcome. A research paper that *used appropriate sources* should demonstrate the variety of formats and types sought and incorporated. [see Course Syllabus, p5-7]

◆ Data – What data did you collect? How did the students perform?

Please include the data (even if you have to mail it to us) if at all possible. We want the richest field of data possible to look at.

The instructor and librarian completed a grading rubric for each of the 32 student research papers submitted. Roughly half the students demonstrated strong skills (highest level) for *using information ethically and responsibly* and for *reflecting and synthesizing new and prior knowledge*. However, the scores were almost evenly spread among developing, competent and strong for the other two IL dimensions. The instructor and librarian agreed to use the annotated bibliography component of the research paper to reflect the *organizing and incorporating information into knowledge base* outcome; however only 10 students scored a *strong* for this outcome. The *using appropriate sources* outcome suffered a similar fate; only 12 earned a *strong* score. It was the exception, rather than the norm, for a student's paper to include a rich variety of sources, including titles and databases listed on the research guide handout. There were a few cases where even the Emerging papers were woefully lacking, and we agreed they didn't deserve any points at all. We will resolve this issue for the Spring quarter papers. We did not retain student papers, but made copies of the grading rubric for each paper. This data chart includes prompts we agreed on as we began the assessment process.

	Missing*	Emerging	Developing	Competent	Strong	Comments
Uses Information Ethically and Responsibly (30 possible points)	0 points 2	7 points 2 (4)	14 points 3	21 points 6	30 points 19	MLA Citation format for In-text Citations and Works Cited page
Organizes and Incorporates Information into Knowledge base (20 possible points)	0 points 2	5 points 1 (3)	10 points 8	15 points 11	20 points 10	Annotated Bibliography
Uses Appropriate Sources (20 possible points)	0 points 1	5 points 4 (5)	10 points 12	15 points 3	20 points 12	Variety - Academic
Reflects and Synthesizes (30 possible points)	0 points 1	7 points 3 (4)	14 points 4	21 points 6	30 points 18	Uses own voice

◆ Best Practices – What would you recommend out of this project as a Best Practice you would pass on to other librarians or discipline faculty?

- Secure permission from current students to use their papers as models to motivate future students; display the papers using an overhead projector to point out specific examples that scored on the 'strong' end of the rubric.

◆ Key learning – What's your observation or reflection on this project? What did you or the faculty member learn from this project?

Findings

- Students who turned in a prospectus are more likely to earn higher points on the rubric
- Students tend to use mostly (if not exclusively) free Web resources, demonstrating no learning outcomes from the library research workshops
- Students are not unsure about how to do annotated bibliographies

Syllabus

- Specify that papers should reflect the students' own voices rather than simply quoting or paraphrasing published sources
- Fine-tune syllabus to emphasize that students should explore a variety of sources, and specifically include "use the library's research guide"

- Repeat the same explanatory language about MLA citations for the research paper as listed for the textbook response papers.
- From the syllabus: *"The lengths of the annotations can vary significantly from a couple of sentences to two or more paragraphs."* We would like to encourage more thoughtful annotations for a minimum number of sources.

IL Workshops

- Refer to the grading rubric in the course syllabus during the IL workshops
- Prospectus due date should coincide with a 2nd library visit: students will review their prospectus following this 2nd session and make changes as needed. The librarian will give a brief presentation on the benefits of using academic sources and review how to find them. The librarian will also address the IL learning outcome related to ethical use of sources, and introduce general guidelines for using MLA style and writing annotations. The students will use the remaining time for independent research and librarian consultations.

Assessment

- Students will be required to submit research papers in print and via email (to allow for easier collaboration with the librarian for assessment and collection development purposes)
- Secure permission from current students to use their papers as models to motivate future students; display the papers using an overhead projector to point out specific examples that scored on the 'strong' end of the rubric.
- Include a permission statement for students to sign and release their graded research paper for the instructor to share with future students.

Supporting documents:

- MUS161 Course Syllabus
- IL Workshop Plans
- MUS161 Research Guide
- MUS161 Collage Tasks

SEATTLE CENTRAL COMMUNITY COLLEGE

MUSIC 161

DIVISION OF HUMANITIES

HISTORY OF AMERICAN POPULAR MUSIC

Winter 2008

Daily: 11-11:50 a.m. Room: BA 101

Instructor: James Cauter

Office: BA 201

Telephone: 587-2010

E-Mail: jcauter@sccd.ctc.edu

Office Hours: Daily from 9:00-10:00 A.M. and by appointment

COURSE DESCRIPTION:

Music 161--History of American Popular Music presents an extensive multifaceted survey of this vital contribution to world culture.

American Popular Music encompasses numerous genres that continue to evolve and influence each other. It is a direct reflection of our diverse society and the natural need for music to serve as a means of social and political expression, and as an artistic and emotional release. Through readings, recordings, video, lecture, and live performances, some of the genres Music 161 will present are: Tin Pan Alley; the American Popular Song; the American Musical Theater; African-American Sacred and Secular--Blues, Spiritual, Gospel, Jazz, Folk Music, the Folk origins of Country Music, Bluegrass, Rhythm and Blues, the Folk Revival of the 1950's, and Rock and Roll.

LEARNING OBJECTIVES:

- To recognize and distinguish between various musical styles of American Popular Music.
- To view music as an expression of our evolving society.
- To begin to understand the African-American experience, with its social, economic, and political challenges.
- To make connections between the musical past and the musical present.
- To broaden musical tastes and tolerances to include many types of music and art.
- To become familiar with composers and performing artists representing the numerous genres of American Popular Music.
- To develop a stronger knowledge and understanding of the basic elements of music.
- To develop a deeper personal response to artistic expression and the creation of it through more perceptive viewing and listening.
- To develop reading, writing, and listening skills as applied to a new subject area.
- Critical, reflective thought clearly communicated through verbal and written expression.

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TEXTS:

Baraka, Amiri (LeRoi Jones) Blues People: Negro Music in White America
New York: Harper Perennial Inc., 1963. (1st Quill edition 2002).

George, Nelson (Foreword), Cepeda, Raquel (Editor)
And It Don't Stop : The Best American Hip-Hop Journalism of the Last 25 Years
Faber and Faber, Inc., 2004

Ramsey, Guthrie P. Jr.
Race Music: Black Cultures from Bebop to Hip-Hop (Music of the African Diaspora)
Berkeley: University of California Press, 2004

These texts are not the only reference sources for the course. They do however represent a wealth of information; therefore reading and comprehending their contents will be vital to your success in the course. Equally important resources are class lectures, discussions, group and individual presentations, recordings, videos, supplementary hand-outs, and most importantly--your own interest and determination to learn.

COURSE REQUIREMENTS:

The Textbooks Response Paper (Part 1 and Part 2):

Overview: Students are required to **critically respond** to the information and opinion included in our three required readings. Similar to what you will do for the Annotated Bibliography in the Research Paper assignment, the **Textbooks Response Paper** will have you **Summarize, Assess, and Reflect** on what you are reading. What did you learn from these books? In what ways did the material address why music matters, how, and to whom?

Additionally, your paper must include **descriptions of and responses to music (recordings)** that you have located and listened to as part of your research. Write down anything you notice in the music during your listening. Listen for different layers of musical activity (rhythms, pitch ranges, instruments, singing styles, timbres, etc.) within the selection you are listening to. Listen repeatedly--over and over again to the music of your selected performing artist(s). Read, reflect upon, and comment on what the author has written about the music you are listening to and provide your own perspective.

Part 1 – responding to two of our three texts – **two content pages** typed 10 or 12 font size, double-spaced with 1 inch margins using MLA Format—communicates your **intellectual reactions** to two of our three books and the related music.

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Part 2 – For Part 2 please select one of our three texts to focus on—about **three content pages** typed 10 or 12 font size, double-spaced with 1 inch margins using MLA Format.

Prewriting:

As you read, highlight significant points in the book. At the end of each chapter, summarize in your own words the main points made and what you think about them. Take note as you read of any significant ways in which you agree or disagree with the author. Keep a running list of these. When you have finished the book, reflect on its significance. Is this an important book? Why or why not? What are its implications for the subject at hand? Who else should be reading this book?

Writing the response paper:

Once you have read the book well and taken notes, review your notes carefully. Can you identify patterns in your notes? What you are looking for is a major theme. Since you can't possibly respond to every idea in the book, you will have to be selective here and choose the most important and most interesting ideas to which you will respond. Identifying what is new to you is important here--the discoveries of a particular performing artist, historical event, or genre (musical style) are good areas to include and respond to.

You might point out ways in which the book:

- Needs challenging or qualifying
- Is contradictory, ambiguous or, unclear
- Doesn't address some important problem or issue
- Misses one or more critical points
- Fails to answer a question
- Is contradicted by other authors or theories you have read

A major theme should be introduced in the first paragraph of Part 2 and should help to organize and unify your paper.

Do not simply respond to the first or last chapter of the book. Occasionally a student will use this as a rather transparent strategy to avoid reading the book. Avoid the appearance of negligence by paying special **attention to overarching themes** as well as specifics.

MUSIC 161**Page 4***Sections for **Part 2**:*1. *Introduction*

Identifies major theme(s) of the book and your intellectual reaction to them.

2. *Body*

Systematically addresses your areas of agreement and disagreement with the author(s), giving reasons, facts, and examples. Be specific and detailed. **It is important here to also include passages about specific songs—recordings you listened to as part of your response to the reading.** The evidence should be connected to your major theme. Be sure to cite the page when you are using specific ideas or quotes—use MLA Format.

3. *Conclusion*

Summarizes your reaction and sets out your ideas about the significance of the book, its implications, and perhaps who else should be reading it.

The Textbook Response Paper should be written using the standards for any academic paper:

- Spelling and grammar should reflect college level writing.
- A standard citation method must be used whenever you refer to another person's ideas or include quotations. Use the MLA style manual to format your paper and to cite all ideas that are not your own.
- A **Works Cited Page** in MLA Format alphabetically providing the bibliographic listings for all of your in-text citations (Author's last name, page #) for quotes/paraphrases and the musical recordings you discuss and respond to is required as a concluding page (non content page) of your paper.
- The paper should be typed, double-spaced, with standard one-inch margins and 10 or 12 font size.

The Textbooks Response Paper is due at the beginning of class on Thursday February 7, 2008. If you are sick on the due date have someone bring your paper into class and submit it for you. If this happens you **MUST** send a back-up copy electronically as a WORD file attachment via e-mail to jcauter@sccd.ctc.edu no later than 11:15 AM.

MUSIC 161**Page 5****The Research Paper and the Prospectus:**

Students are required to select their own topics drawn from and supported by our required readings and other approved sources—books, recordings, periodicals, and academic journals.

Topics to be considered:

- categorical styles of music such as “Jazz” or “Rock and Roll” are too broad, but individual genres such as Swing, Be-Bop, Punk, and Socially Conscious Hip-Hop, etc. are good because they represent a specific genre of American Popular Music.
- specific instruments—the history and use of the banjo, the dobro, the acoustic and electric guitar, and the piano are good choices to consider.
- a performing artist or music group—be careful not to submit only a biography as this is not a research paper, rather you must take a stand on why you believe this musician/group is important. An argumentative paper is a good approach here as it will develop why you believe—and importantly, why the reader should believe what you do about the significance of your selected performing artist.
- researching and listening to works by a composer such as Duke Ellington, George Gershwin, Frank Zappa, Cole Porter, Jerome Kern, Carole King, John Patitucci, Richard Rogers and Oscar Hammerstein, Willie Dixon, Holland-Dozier-Holland, Leonard Bernstein, Stephen Sondheim, John Lennon, Irving Berlin, etc. is good—but be careful not to submit only a biography as this is not a research paper, rather you must take a stand on why you believe this composer is important. One way to do this is to listen to several recordings of the same song recorded by various performers. Listing and describing these recordings shows the strong appeal of that specific songs ability to inspire a variety of interpretations. A compare and contrast and/or an argumentative paper are good choices here as this will develop your own perspectives on the music and career of your selected artist(s)—this when coupled with documented factual information from a variety of sources will provide your reader with a clear view as to why this/these selected composer(s) is/are significant.
- select examples from the music itself—the lyric content of songs (love, protest, civil rights, socially conscious, angst. etc.), timbres of instruments and voices (pure, round, centered, edgy, fuzzy, distorted, bright, subdued, muted, muffled etc.) By listening and responding to recordings and incorporating the opinions from experts *which directly support your thesis*, the body of your paper turns into a site for laying out the proof you've collected.

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A Prospectus is to be turned in describing your research paper before the topic is approved.

A Prospectus tells the teacher three main items:

1. What you are doing?
2. Why you are doing it?
3. How are you going to do it?

For the first section the student should give a brief description of their topic. Within the text the professor should be able to tell that you have completed some preliminary research and the topic you have chosen can be completed in the amount of time left and with the resources available.

Section two states your interest in this particular topic and why you are attracted to it.

The final section asks you to describe how you expect the final paper to look. List what the main sections of the paper will be and how in depth the sections will be. Granted your paper might change as you continue your research but this lets the professor know that you have thought this process out.

You must also include your current bibliography of sources—books, CD's, videos, periodicals, journal articles, MP3 recordings, youtube.com, etc.

This Prospectus is due on Tuesday February 19, 2008.

The Research Paper should reflect a balance between the sharing of factual information, quotes from writers you have read during the research process, along with your own response, descriptions, and analysis of that information which **MUST** include actual music that you listened to as part of your research.

The final product will be a unique and appropriate **integration** of evidence you have located outside yourself along with personal insights.

At all times, try to research and view your topic from different perspectives. Always ask, why? Be inquisitive. Put yourself into the paper. Get excited. Remember that you are selecting the topic for each research paper; therefore you should be enjoying the research process and the learning that accompanies it.

The Research Paper will be a minimum of 6 pages keyboarded doubled-spaced text, with standard one-inch margins and 10 or 12 font size.

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As required in the Textbook Response Paper, students will use **MLA formatting** for writing their Research Paper.

Our **Seattle Central Community College Library Homepage**

<http://dept.sccd.ctc.edu/cclib/> has a link to an **MLA style guide** for students to use:
http://dept.sccd.ctc.edu/cclib/Research_Help/Citation_Style_Guides/default.asp

Please make sure you cite all quoted or paraphrased sources/authors in MLA Format (Author's last name page #) and double check for accuracy.

Plagiarism will result in a **0.0 grade** for your paper.

A **Works Cited Page** listing all your in-text citations (Author's last name, page #) for quotes/paraphrases is required in your papers. Use MLA Format.

Additionally, an **Annotated Bibliography** is required to provide a list of ALL materials you read, listened to, viewed, etc. as part of your research.

A **bibliography** is a list of sources (books, journals, websites, periodicals, etc.) one has used for researching a topic. A bibliography usually just includes the bibliographic information (i.e., the author, title, publisher, etc.). An **annotation** is a summary and/or evaluation.

Therefore, **an Annotated Bibliography includes a summary and/or evaluation of each of the sources**. Your annotations may do one or more of the following:

- **Summarize:** Some annotations merely summarize the source. What are the main arguments? What is the point of this book or article? What topics are covered? If someone asked what this article/book is about, what would you say? The length of your annotations will determine how detailed your summary is.
- **Assess:** After summarizing a source, it may be helpful to evaluate it. Is it a useful source? How does it compare with other sources in your bibliography? Is the information reliable? Is it this source biased or objective? What is the goal of this source?
- **Reflect:** Once you've summarized and assessed a source, you need to ask how it fits into your research. Was this source helpful to you? How does it help you shape your argument? How can you use this source in your research project? Has it changed how you think about your topic?
- The annotations for each source are written in paragraph form. The lengths of the annotations can vary significantly from a couple of sentences to two or more paragraphs.

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Please remember that you have enrolled in a Music class. Your paper **MUST** include your descriptions of and responses to the actual Music that you have located and listened to. Write down anything you notice in the music during your listening. Listen for different layers of musical activity (rhythms, pitch ranges, instruments, singing etc.) within the selection you are listening to. Listen repeatedly--over and over again and reflect upon what others have said about the music you are listening to as well.

Grading Rubric for the Research Paper

	Emerging	Developing	Competent	Strong
Uses Information Ethically and Responsibly (30 possible points)	7 points <ul style="list-style-type: none"> • Does not or insufficiently cites sources appropriately • Demonstrates little or no knowledge of legal or ethical standards for appropriate and responsible information use 	14 points <ul style="list-style-type: none"> • Cites some sources appropriately • Demonstrates some knowledge of legal or ethical standards for appropriate and responsible information use 	21 points <ul style="list-style-type: none"> • Cites most sources appropriately • Demonstrates some knowledge of legal or ethical standards for appropriate and responsible information use 	30 points <ul style="list-style-type: none"> • Consistently cites sources appropriately • Consistently demonstrates knowledge of legal or ethical standards for appropriate and responsible
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Due Dates:

The Textbooks Response Paper –

due at the beginning of class on Thursday February February 7, 2008.

The Prospectus –

due at the beginning of class on Tuesday February 19, 2008.

The Research Paper –

due at the beginning of class on Monday March. 17, 2008.

Although not required, it is wise to provide a back-up copy of your Textbooks Response Paper, your Prospectus and your Research Paper. Students can submit these back-up copies electronically as WORD file attachments via e-mail to jcauter@sccd.ctc.edu

Late Work Will Not Be Accepted

Assignments must be submitted on or before the due date for credit. If you are sick on the due date have someone bring your paper into class and submit it for you. If this happens you **MUST** send a back-up copy electronically as a WORD file attachment via e-mail to jcauter@sccd.ctc.edu no later than 11:15 AM.

Students who (for any number of valid and invalid reasons) do not turn in the Textbooks Response Paper, the Prospectus, and the Research Paper at the beginning of class on their respective due dates will receive a grades of 0.0 for those assignments.

Student Research Group Project

Students will form research groups of three to six people. Each group will research a genre of American Popular music, or a performing artist/group to prepare and organize a four day presentation that features lecture, hand-outs, listening to recordings, powerpoint media, viewing film/video, etc.

For groups desiring a grade of 4.0 for the **Student Research Group Project**:

1. All **Daily Attendance Forms** must be completed and **the group must have 100% attendance**--which means everyone comes to class each day and participates.

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2. Each student will include in their Weekly Course Journal Submissions a **Weekly Status Report** explaining what you and other members of your group are doing toward the successful preparation of your **Student Research Group Project**.
3. The group must show evidence of strong preparation, organization, and unity. Practice presenting in front of each other—meet outside of class at least once per week.
4. Each group member must contribute--do applicable research and preparation, and speak during the week of the presentation.
5. All group members must strive to achieve the highest possible evaluations from their peers. A good way to do this is to meet or exceed the criteria as listed in the **Group Project Evaluation Form**.
6. Submit a **Detailed Outline** of their presentation—what the topics are for each day, who(m) is presenting them, titles of the music and names of the respective performing artists you will play, along with a Bibliography of sources used including electronic, print, audio recordings and visual (Video Tapes and DVD) to Mr. Cauter **ONE WEEK BEFORE** their start date.
7. **Start your research** (for the research paper and the group project) **as soon as possible. You are strongly encouraged to use the library here at Seattle Central.** Our library has a fine collection of print materials and electronic databases. Sources include CD-ROM's, reference books, topical books, records, tapes, compact discs, videos, DVD's, slides, periodicals, and a vast array of electronic information via the Internet.
8. Students should frequent our Seattle Central Community College Library as this will greatly assist with all aspects of the required course work. We are fortunate to have knowledgeable, helpful, and courteous librarians here at Seattle Central—get to know them all!

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Weekly Course Journals:

All students will prepare a **Weekly Course Journal** of ALL MATERIALS and INFORMATION they acquired during the History of American Popular Music course for that week. The Journal will contain all the information gathered daily from lectures (your notes), music listening, class handouts from your teacher and the student groups, and content highlights from each of the Student Research Group Projects.

It is important to **include some reflection drawn from all you have experienced during that week**—including the reading you are concurrently doing in our required texts. Finally, each student will include in their Journal a **Weekly Status Report** explaining what you and other members of your group are doing toward the successful preparation of your **Student Research Group Project**.

This assignment mandates that you **come to class each day and take notes**. It is recommended that you get to your computer daily and enter the information at that time.

Your **Weekly Course Journals** are to be **organized and keyboarded** (with the **hand-outs** included).

Your **Weekly Course Journals** are due each Monday at the beginning of class.

3. Group Project Evaluation Forms, Confidential Personal Assessment Form, Daily Group Attendance Sheet:

All students are required to complete **Group Project Evaluation Forms** for each of the Student Research Group Projects presented throughout the quarter. The **Group Project Evaluation Forms** are due within two days after a group has finished their project. These forms **will not be accepted after the two day period has passed**.

Students will also evaluate themselves and their own group by completing a **Confidential Personal Assessment Form**. The **Confidential Personal Assessment Form** is due within **two days** after you have completed your own Student Research Group Project.

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GRADING:

Area #1	Weekly Course Journals	20%
Area #2	Textbooks Response Paper	20%
Area #3	The Prospectus	10%
Area #4	The Research Paper	25%
Area #5	Student Research Group Project Group Project Evaluation Sheets The Confidential Personal Assessment Form	25%

Attendance will raise or lower your Final Grade:

Attendance and class participation are an integral part of the learning process.

Students must contact Mr. Cauter (587-2010) jcauter@sccd.ctc.edu prior to being absent to avoid receiving an unexcused absence.

Students who come to class late or leave early will have their grades lowered by 0.1 for each late arrival or early departure.

Students who do not show up (cut the class) will have their grades lowered by 0.2 for each unexcused absence.

THE VERY NATURE OF OUR COURSE REQUIREMENTS MANDATES YOUR DAILY ATTENDANCE. Attendance will be taken daily.

Differently Abled Students:

If you need course accommodations based on a documented disability or have any emergency medical information, or need special arrangements incase the building must be evacuated please make an appointment with me and inform me of your needs as soon as possible.

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"In a world such as ours . . .
it is necessary to understand why
a madrigal by Gesualdo or a Bach Passion, `
a sitar melody from India or a song from Africa,
Berg's *Wozzeck* or Britten's *War Requiem*,
a Balinese gamelan or a Cantonese opera,
or a symphony by Mozart, Beethoven, or Mahler,
may be profoundly necessary for human survival . . ."

John Blacking 1928-1990

One of the most important ethnomusicologists of the century, John Blacking achieved international recognition for his book, *How Musical Is Man?* Known for his interest in the relationship of music to biology, psychology, dance, and politics, Blacking was deeply committed to the idea that music-making is a fundamental and universal attribute of the human species. He attempted to document the ways in which music-making expresses the human condition, how it transcends social divisions, and how it can be used to improve the quality of human life. (<http://www.press.uchicago.edu/cgi-bin/hfs.cgi/00/12754.ctl>)

PLEASE TURN IN THIS SHEET WITH YOUR OPENING ASSIGNMENT

SEATTLE CENTRAL COMMUNITY COLLEGE
MUSIC 161 DIVISION OF HUMANITIES
HISTORY OF AMERICAN POPULAR MUSIC
Winter 2008

Syllabus Contract

I have read, understand, and accept the grading policies as outlined in this syllabus.

PRINT YOUR NAME _____

YOUR SIGNATURE _____

DATE _____

MUSIC 161
HISTORY OF AMERICAN POPULAR MUSIC Winter 2008

Opening Assignment

NAME _____

This is an exercise that begins our process of exploring American Popular Music for this quarter. Use a computer word processing program such as WORD to write your response to this opening assignment. **All coursework submissions will need to be word processed.** This Opening Assignment will be graded and factored into the Weekly Course Journals area of our course, which totals 20% of your quarter grade.

1. Provide some information about your musical background. Do you play an instrument and/or sing? What are your musical interests?
2. What genres (styles) of music are you familiar with? Which specific performing artists, bands and/or composers are you knowledgeable of and enjoy listening to.
3. Skim through our three textbooks and list areas (topics) that are of interest to you (minimum of 10). These areas of interest can be quite broad--genres of music, specific instruments, singing styles, composers, performing artists, ceremonial music, sacred music, social and political events, evidence of acculturation, urbanization, etc. Please understand that you do not need to know anything about the topics you select--a sincere interest and curiosity is all that is necessary.
4. List any American Popular Music topics that you are interested in that are not mentioned in our books.

Note: I want you to be thinking of potential research paper and group project topics as you do this assignment.

This Opening Assignment is due on Monday January 7, 2008.

Reminder—Your first **Weekly Course Journal** is also due on **Monday January 7, 2008.**

MUSIC 161 History of American Popular Music

Group Project Evaluation Form

Write YOUR NAME _____

Write the NAME OF GROUP BEING EVALUATED _____

Please write comments and include a numerical rating 4, 3, 2, or 1 (4 is the highest, 1 is the lowest) for each of the following categories:

Consideration of Topic (please circle one) 4 3 2 1

Evidence of adequate preparation. Did the group thoroughly investigate and utilize all available resources?
comments:

Clarity and Organization (please circle one) 4 3 2 1

comments:

Engaging the Audience (please circle one) 4 3 2 1

What happened during the presentation? Was there nothing but: Straight lecture?
Video Tapes? Field trips? Listening to recordings? Guest artists? Hallucinogens?
comments:

New Ideas (please circle one) 4 3 2 1

What did you learn from this presentation? What was new to you? Please consider both the content and the structure of the groups presentation. What was effective and what (if anything) could have been changed to increase its effectiveness?
comments:

MUSIC 161 - History of American Popular Music

CONFIDENTIAL PERSONAL ASSESSMENT FORM

Write YOUR NAME_____

Write the NAME OF YOUR GROUP_____

In the space below or on a separate sheet of paper, list your own contributions to your group's presentation. What did you research, obtain, organize, etc.? Were other members of your group responsible? Please comment on the process of working in a group. What did you learn about working in a group? Please list strengths, as well as any areas that you feel could have been stronger.

1. As a group, look over the **reference books on the cart in the classroom**.
 - ☐ What call numbers are represented?

 - ☐ What kinds of books do you see here? Consider the purpose and arrangement of a few titles

2. Select **2 or 3 titles** and comment on their potential use for your topic

Be prepared to share what you've learned with the class.

1. What is the **Library of Congress Classification** code for **United States History**? _____
2. Another call number range of interest is **ML3400 - ML3561 (American Music)**
3. Go to the main **Circulating Collection** and find the American Music call number range. Browse the shelves, and choose **1 or 2 books** that might be helpful for your topic

Book Title(s): _____

- _____
- ☐ Describe the information available in these books?

- ☐ If what you're looking for isn't there, why do you think this is the case?

4. Bring the book(s) back to the classroom

Be prepared to share what you've learned with the class.

review various kinds of periodicals - **PERIODICALS**

1. Go to a Library Research computer, and start at the Library's home page
 2. Follow the **Periodicals Collection** link, and try a subject search to identify relevant titles
 3. List at least 2 publications that might have information on your **American Popular Music topic**.
-
-

3. Now go to the **Periodicals Collection** and select an issue of each of the following titles:

Journal of Popular Culture

Rolling Stone

4. Review the contents of each publication, then respond to the following:

☐ How are these publications different?

☐ What types of questions would they be helpful in answering?

Be prepared to share what you've learned with the class.

search our collection of books & videos - **LIBRARY CATALOG**

MUS161-Course Syllabus

1. Go to a Library Research computer, and start at the Library's home page
 2. Select the **Library Catalog** link, and try to find information on your topic using:
 - a. **Basic Search by Subject** (see Research Guide handout for ideas)
 - b. **Basic Search by Keyword Relevance OR Guided Keyword Search**
- ☐ Comment on the difference in your search results

☐ How can you quickly limit your results to videos or sound recordings?

3. Select an interesting title, and look at the **Full Record**, and **Table of Contents**

☐ Where is the item located?

☐ Are there illustrations? _____

Be prepared to share what you've learned with the class.

search for scholarly articles - RESEARCH DATABASES

1. Go to a Library Research computer, and start at the Library's home page
2. From the **Research Databases** drop-down list, select **Academic Search Premier**.
3. Noting the default search options, try to find information on your topic

[TIP: TRY OUT DIFFERENT SEARCH METHODS]

- ☐ Briefly describe **Academic Search Premier**

4. Select at least one article that looks interesting and useful

Article Title: _____

- ☐ Can you tell whether the article is from an academic journal or a magazine?

Be prepared to share what you've learned with the class.

discover 'virtual libraries' - WEB RESOURCES

MUS161-Course Syllabus

1. Go to a Library Research computer, and start at the Library's home page
2. Open the ***UW Music Library's Popular Music*** website by typing the following URL in the address or location box at the top of the screen

<http://www.lib.washington.edu/music/popmusic.html>

- ☐ Explore a few websites from the list, then select at least one that looks interesting and useful

Website: _____

- ☐ Is the site easy to navigate? Well-organized? Explain

3. Now try to find some web sites on your topic using **LIU.org** and **yahoo.com**

- ☐ How are the results different?

Be prepared to share what you've learned with the class.

1. Go to the **Media Services** window and find the ***SCCD Media Collection Catalog AND the Music CD Catalog***
2. Browse through these catalogs to see how they work
3. Identify at least 1 DVD or videocassette AND at least 1 CD that look interesting and useful for your research

Video Title(s): _____

CD Title(s): _____

- ☐ What are your viewing and listening options?
- ☐ Find out what other materials are available for check out and for how long
- ☐ Note any other services offered in this area

Be prepared to share what you've learned with the class.

browse our book collections - CIRCULATING COLLECTION

review various kinds of periodicals - PERIODICALS

search our collection of books & videos - LIBRARY CATALOG

experiment with ProQuest Direct - PERIODICAL DATABASES

explore the World Wide Web - INTERNET

browse our audiovisual collections - MEDIA SERVICES



MUS161: American Popular Music

a research guide

Reference

American Decades (10 vols.)	E169.12 .A419
American Musical Traditions	ML3551.A53 2002
Bowling, Beatniks, and Bell-Bottoms: pop culture of 20 th century America	E169.1 .B7825 2002
Chronicle of American Music, 1700-1995	ML200 .H15 1996
Encyclopedia of Pop, Rock and Soul	ML102 .P66 S8 1989
Encyclopedia of Popular Music in America: 1888 - Present	ML128 .P63 L57 1996
Encyclopedia of Recreation and Leisure in America	GV53 .E53 2004
Garland Encyclopedia of World Music: United States & Canada	ML100 .G16 1998
Greenwood Encyclopedia of Rock History	ML3534 .G754 2006
Harvard Biographical Dictionary of Music	ML105 .H38 1996
Illustrated History of Popular Music	ML3470 .M36
New Grove Dictionary of American Music	ML101 .U6 N48
New Grove Dictionary of Music and Musicians	ML100 .N48
New Harvard Dictionary of Music	ML100 .N485
New Rolling Stone Encyclopedia of Rock & Roll	ML102 .R6 R64
Oxford Companion to Popular Music	ML102 .P66 G35 1991
Rock Who's Who	ML102 .R6 H5 1996

Call Numbers

E - F	History: United States
M	Instrumental and vocal music
ML	Literature of music, history, criticism
-- 3400 - 3561	-- American Popular Music
MT	Music composition, instruction, study

Subject Headings

Use the **Library of Congress Subject Headings** (large red books in the reference area).

Blues (Music)	Musicals
Folk Music	Rap (Music)
Gospel Music	Rock Music
Music and society	Songs – United States

Research Databases

Academic Search Premier	History Resource Center: U.S.
Alt-Press Watch	New York Times Historical Archive
eLibrary Academic	ProQuest Research Library

Periodicals

Down Beat	Journal of Popular Culture
Journal of the American Musicological Association	Rolling Stone
Search by subject from the Periodicals Collection link on the library's Web site	

AV/Multimedia

Black Music in America: From Then Till Now

ML3556 .B63 [VHS]

Bluegrass Journey

ML3520 .O94 2003 [DVD]

Blues: A Musical Journey

ML3521 .B568 2003 [DVD]

A Night of Ferocious Joy

M1630.18 .A78 N54 2004 DVD]

No Direction Home: Bob Dylan

ML420 .D98 N6 2005 [DVD]

Rock & Roll (Vols. 1-4)

ML3534 .R6 1995 [VHS]

Sweet Honey in the Rock: Raise Your Voice

M2198 .S884 S884 2005 [DVD]

Times Ain't Like They Used to Be: Early Rural & Popular American Music

M1630.18 .T54 1992 [VHS]

Woodstock: 3 Days of Peace and Music

ML38.W66W6 1997 [DVD]

Search the [Library Catalog](#) for videos by title or subject

Web Resources

AMG All Music Guide

www.allmusic.com

MusicWeb: Encyclopædia of Popular Music

www.musicweb.uk.net/encyclopaedia/index.htm

Online Popular Music Resources (UW Music Library)

www.lib.washington.edu/music/popmusic.html

Evaluation & Citation

Evaluate all information carefully. Web sites present additional challenges. Use the evaluation criteria below to determine the quality of information sources.

Purpose	What is the source trying to do: entertain? persuade? sell? inform?
Authority	Who's responsible for the information? author? publisher?
Accuracy	Is the information correct? true? How does it compare with others?
Objectivity	Is it inherently biased? Are there other sides to the story?
Currency	Is the information up-to-date? timely?
Coverage	How much detail is included? What's excluded?

A good researcher uses a standard citation format to identify the information used and give credit to its creator. Consistency is crucial. Find examples of MLA, Chicago, APA, and AAA formats at the library's [Citation Style Guides](#) web page.

Updated Jan-2008

MUS161: History of American Popular Music - 11am - Jan. 9 - Room A
35 students - Jim Cauter, 587-2010, jcauter@sccd.ctc.edu

HANDOUTS & RESOURCES:

- Welcome/LC classification - Research Guide - Bookmark

TOPIC IDEAS:

- Music genres - specific instruments - singing styles - composers - performing artists - recording industry - radio/tv - social/political events - evidence of acculturation, urbanization
- Metal/Seattle or Seattle Metal -- Daft Punk -- Madonna -- R&B (Rhythm and Blues) -**
- Film Music -- Peace and Love (music of the 60's and 70's) -- Hip Hop

LEARNING OUTCOMES: *What should the student be able to do?*

- Use library online & print resources for research (indiv paper, group presentation, performer)
- Decide where to look for info depending on the topic
- Use reference books (shelf and online) and research databases
- Select high quality sources based on evaluation criteria
- Ethically and accurately document sources using MLA style

KNOWLEDGE BASE: *What does the student need to know to do it well?*

- internet v. library
- How to browse for reference books by subject
- How to search the library's book and audiovisual collection
- How to find info in research databases
- Library web site is a portal for research help

ACTIVITY: *How will the student learn?*

Review current research strategy:

- Students brainstorm types of resources they would use to find info for assignments.

Introduce Reflect Learn Connect puzzle:

- Quick walk through of pieces

Identify Options & Select Sources with Collage Activity:

- Understand the physical organization = LC classification, collections, computer systems
- Explore the Web site = gateway to research (catalog, databases, citation guides,...)
 - Break into groups, each with a task | Read carefully, ASK | Work on task for 6 minutes
 - Return ready to report on findings, share tips, troubleshoot problems
 1. Reference Collection [CART] - (general vs specialized background) +RefDBs
 2. Circulating Collection [LC browse] - (detailed supporting) +eBooks +ddc @publib
 3. Periodicals [Access & Types] - (current) +ejournals
 4. Library Catalog [search options] - (SH vs. KW, limits) +ILL
 5. Databases-ASP [search options] - (text vs. cit/abstr, reviews, sh) +remote access
 6. Web Sites [invisible web] - (dynamic, variety) +virtual libraries vs search engines
 7. Media Services (videos, cds, equipment)

Take advantage of other library resources

- get KCLS and/or SPL library card: additional databases, books
- UW library open to all: no check out privileges - specialized databases

DEMONSTRATION OF LEARNING: *What will the student do to show what they have learned?*

- 3 min to report out strategies for finds and discuss the experience

EVIDENCE OF LEARNING: *How do you know the student has done this well?*

- Invite students to complete Quick Evaluations

ReSEARCH is an ongoing process: - prepare - ask - think - connect