Liberal Arts Essentials Assessment Plan

Course: Introduction to Music - MUSC 121

Writing Unit: No

Instructor(s): Mary Schlacks

Methods: Embedded questions on each of the five examinations during the course of the class; LAE course evaluation questions at the end of the third semester of study

LAE Category: Western Heritage

Goal 1: Muskingum students will develop skills in perception, analysis, and expression.

Learning Objective 1: A Muskingum College student will be able to define a meaningful issue (or problem) related to an academic area of study, formulate a position (or solution or argument) on that issue, and communicate his or her position effectively to a professional audience.

Departmental Perspective 6: Students will become aesthetic listeners by developing the ability to perceive the elements of music through listening with no preconceived opinions.

A. Student work examined: List the tasks used to measure the objective and attach a copy of each.

All students in Introduction to Music participate in listening exercises where they are taught how to listen to music, including new and different genres, and to identify the elements of music that are used in the construction and performance of a musical work. Embedded questions will be added to each of the five examinations currently given in the course to ascertain the level to which each student has achieved (or not achieved) this perceptual ability.

Also to be examined will be the answers to assessment questions on course evaluation forms completed at the end of the third semester. These results will be correlated with the results from the previous question.
B. Scoring Criteria

Briefly explain the criteria used to evaluate student performance in relation to the learning objective (i.e., what constitutes advanced, proficient, partially proficient, not proficient, etc.) Attach copies of measurement instrument or rubric.

Advanced

Advanced will be defined as a student being able to provide clear, correct answers as to the elements of music perceived and also showing no preconceived biases

An average of 4.0 or better on the assessment questions

Proficient

Proficient will be defined as a student being able to provide clear and mostly correct answers as to the elements of music and also showing small amounts of preconceived biases

An average of 3.0 – 3.9 on the Assessment questions

Partially Proficient

Partially Proficient will be defined as a student being able to provide some correct answers as to the elements of music but also showing substantial amounts of preconceived biases

An average of 2.0-2.9 on the Assessment questions

Not Proficient

Not Proficient will be defined as a student being unable to provide some correct answers as to the elements of music and also showing extensive amounts of preconceived biases

An average below 1.9 on the Assessment questions
Attachments (Rubrics, Checklists, Pre and Post tests, other evaluation methods, etc.)

Since students need to develop skills in aural perception as well as other areas of learning, Introduction to Music seeks to develop a student’s ability to perceive musical elements within the framework of a music composition, or, in other words, a work of art. It is also understood that a student’s prejudices in this area can inhibit this development.

<table>
<thead>
<tr>
<th>Essay Examination Rubric</th>
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<tbody>
<tr>
<td><strong>Objective</strong></td>
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<td>Students will become aesthetic listeners by developing the ability to perceive the elements of music through listening with no preconceived opinions</td>
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<tr>
<td>Students will not demonstrate preconceived opinions as to the nature of the music</td>
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