

CUE AGENDA for April 24, 2015

Minutes Recorder: Gina Neugebauer

CALL TO ORDER

Welcome and Remarks - Chair Dr. Herle McGowan

Remarks - Dr. Barbara Kirby, Associate Vice Provost, APS

1:30-3:00 pm in Talley (TSU) 4280

APPROVAL OF THE MINUTES

Approval of Minutes from the April 10, 2015 Meeting

OLD BUSINESS

Tabled Action - New Courses

<u>Presenter</u>	<u>Reviewers</u>	<u>GEP List(s)</u>	<u>GEP Action</u>	<u>Title</u>	<u>Notes</u>	<u>Prereqs/Restrict. /Credits</u>
Ashwell	Hergeth, Nowel, Young	NS	HS 202	<i>Power of Plants: Appreciation and Use</i>	Tabled at the 4.10.2015 meeting.	<i>Instructor will be in attendanec; course materials were not altered</i>
Hemenway	Hergeth, Nowel, Young	NS	HS 205	<i>Home Food Production</i>	Tabled at the 4.10.2015 meeting.	<i>Instructor will be in attendanec; course materials were not altered</i>

NEW BUSINESS

Courses for GEP Category - New Courses

<u>Presenter</u>	<u>Reviewers</u>	<u>GEP List(s)</u>	<u>GEP Action</u>	<u>Title</u>	<u>Notes</u>	<u>Prereqs/Restrict. /Credits</u>
Young	Emigh, Outing, Parish	HUM, USD	HI 254	<i>Modern American History</i>		<i>Credit is not allowed for both HI 254 and HI 252.</i>
Young	Emigh, Outing, Parish	HUM, USD	HI 360	<i>U.S. Agricultural History</i>		
Young	Ashwell, Buie, Stoller	IP, USD	SW 260	<i>Introduction to Gerontology: An Interdisciplinary Field of Practice</i>		
Young	Ashwell, Buie, Stoller	USD	LPS 302	<i>Diversity and Leadership in the Public Sector</i>	Taught solely as DE.	

Courses for GEP Category - Honors Special Topics Shell Course

<u>Presenter</u>	<u>Reviewers</u>	<u>GEP List(s)</u>	<u>GEP Action</u>	<u>Title</u>	<u>Notes</u>	<u>Prereqs/Restrict. /Credits</u>
Stoller	Ash, Outing, Isaacson	IP	HON 297. Sec. 001	<i>Poultry and People: Why did the chicken cross the world?</i>	1st offering	<i>University Honors students; others by permission of UHP</i>

Courses for GEP Category - GEP Special Topics Shell Course

<u>Presenter</u>	<u>Reviewers</u>	<u>GEP List(s)</u>	<u>GEP Action</u>	<u>Title</u>	<u>Notes</u>	<u>Comments</u>
Domingue	Keene, Rogers, Vick	VPA	VPGE 295	<i>Introduction to the Music Industry</i>	1st offering	<i>Crosslisted with MUS 295 Sec. 001</i>
Domingue	Keene, Rogers, Vick	VPA	VPGE 295	<i>The Art and Culture of Hip-Hop</i>	1st offering	<i>Crosslisted with MUS 295 Sec. 003Q (FYI Section)</i>
Outing	Ash, Knopp, Schmidt	VPA	VPGE 295	<i>History of Rock: 1950's-70's</i>	1st offering	<i>Crosslisted with MUS 295 Sec.005</i>

Outing	Ash, Knopp, Schmidt	VPA	VPGE 295	<i>Music in the South</i>	1st offering	<i>Crosslisted with MUS 295 Sec.006</i>
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NOTES

View courses in CIM at: <https://next-catalog.ncsu.edu/courseadmin/>

CUE Minutes- April 10, 2015-DRAFT
Witherspoon Student Center 201
Call to Order: 1:32pm

ATTENDANCE

Voting Members Present (Quorum Present: 13): Chair McGowan, Sarah Ash, Chris Ashwell, Timothy Buie, Peggy Domingue, Cynthia Hemenway, Helmut Hergeth, Nathaniel Isaacson, James Knopp, Andy Nowel, Kim Outing, David Parish, Karen Young

Ex-Officio Non-Voting Members Present: David Auerbach, Stephany Dunstan, Catherine Freeman, Barbara Kirby, Melissa Williford

Members Absent: Ted Emigh (E), Tyler Hatch (E), Karen Keene, Adam Rogers (E), Ingrid Schmidt (E), Aaron Stoller (E), Candace Vick (E)

Guests: Roshaunda Breeden (*Poole College of Management-Academic Affairs*), Louis Hunt (*Enrollment Management & Services*), Carrie McLean (*First Year College*), Jason Miller (*English*), Mike Mullen (*Division of Academic & Student Affairs*), Joanne Woodard (*Office of Institutional Equity and Diversity*)

WELCOME and INTRODUCTIONS

Welcome and Introductions from Chair McGowan:

Chair McGowan welcomed the committee to the meeting. She encouraged members to partake of the food. Chair McGowan welcomed the guests in attendance: Roshaunda Breeden (*Poole College of Management-Academic Affairs*), Louis Hunt (*Enrollment Management & Services*), Carrie McLean (*First Year College*), Jason Miller (*English*), Mike Mullen (*Division of Academic & Student Affairs*), and Joanne Woodard (*Office of Institutional Equity and Diversity*).

Approval of Minutes from March 27, 2015 Meeting:

A motion was made and seconded to approve the Minutes as presented. A member noted spelling and grammatical errors to be addressed. Additionally, a member’s name was misspelled and a guest was listed that was unable to attend the meeting. Without any further discussion, the motion was **APPROVED unanimously pending revisions.**

ANNOUNCEMENTS and DISCUSSION

Institutional Focus on Diversity Panel

Dr. Kirby introduced the panel, noting that they were present to bring administrative perspectives of diversity to help inform CUE. She thanked the panel for taking the time to illustrate their viewpoints.

Panel Member	Title, Affiliation
Dr. Louis Hunt	Vice Provost & Registrar, <i>Enrollment Management & Services</i>
Dr. Mike Mullen	Vice Chancellor & Dean, <i>Division of Academic & Student Affairs</i>
Dr. Tracey Ray	Assistant Vice Provost, <i>Office for Institutional Equity & Diversity</i>
Dr. Joanne Woodard	Vice Provost, <i>Office for Institutional Equity & Diversity</i>

Chair McGowan asked the panel the following question: From your administrative perspective, what is your vision with regard to diversity? When a student graduates from NC State, what is your expectation for their perspective of diversity?

Dr. Mullen thanked the council for inviting him to the panel. He noted that the question could be taken multiple ways. When he considers diversity, he thinks about communities and how people come together to embrace and celebrate differences. He noted that this stems from his own journey through life, having been raised within a racist family in the 1960's and not understanding them. As a student, Dr. Mullen participated in Study Abroad for a semester and considered it a culminating experience. He emphasized that there should be a seat at the table for everyone. He explained that if everybody tried to solve problems like he does, things would not get solved; it takes a variety of experiences and perspectives. Dr. Mullen noted that he would like to see more opportunities for students to interact with each other. He explained to the committee that he had recently had a conversation with fifteen students who received a Study Abroad scholarship. This allowed for low socioeconomic students to have amazing experiences, with a different view of the world. Dr. Mullen wished there could be more experiential activities for students, to illustrate how they interact and rub shoulders with people. The emphasis should be that differences ought to be celebrated, not pushed back.

Dr. Woodard explained that her definition of diversity would be similar to Dr. Mullen's concept of differences and how it impacts individuals and communities. Her focus is how NC State can ensure that its community is equitable and inclusive. Dr. Woodard outlined that differences impact both individuals and the community. NC State needs to ensure that everyone has a seat at the table. Dr. Woodard stated that in terms of diversity, NC State will have diversity. The bigger question comes with how the university harnesses the diversity to make the institution better, and make experiences for students better. There needs to be discussions in the classroom, with inquiry, readings, thoughtful interactions, and ways to grapple with issues. Once students leave NC State, they should have a set of experiences that have increased their degree of cultural competence. This allows them to operate appropriately, so that a company would feel good that their employee can comport themselves in an appropriate manner. She noted that NC State has had incidents on campus recently that underscore the important of people understanding differences and incorporating these into the community.

Dr. Ray noted that potential students choose NC State because it is a model for the state and country; it is the largest institution in North Carolina. Students want to mimic what they will experience in the workforce. She emphasized that her perspective for diversity is to prepare students to work and live in diverse communities. Dr. Ray wants students to understand both local and global communities. She noted that alumni, in exit surveys, write that they wish they had been taught about diverse communities, which would have prepared them in the workforce. Dr. Ray stressed that NC State wants their students and alumni to be great parents, workers, leaders, and entrepreneurs in the community.

Dr. Hunt noted that there have been a lot of changes in the last twenty to forty years. He emphasized that the changes have been positive, but that they have not been totally effective. Dr. Hunt explained to the council that there needs to be a broad view of diversity, because it is expanding, and diversity is important. He outlined that there needs to be a systematic way of 'inoculating' students to be pre-sensitized. He felt that the university is making a mistake by giving diversity credit in a smorgasbord fashion. Dr. Hunt noted that if diversity is handled in a systematic way, and up front, it could have a greater impact on students. NC State is present for societal change, which is done through students. Dr. Hunt noted that when he views the list of diversity courses, he worries about how consistent the university can be. He explained that he sees it as a noble goal, but he is skeptical that it is all that it can be. Furthermore, he noted that listing the U.S. Diversity as a co-requisite is a disservice to how important it is.

Chair McGowan asked the panel the following question: What is the purpose of the U.S. Diversity GEP Category?

Dr. Ray provided a historical background on how the category came to be implemented: Students were advocating for one course that every NC State student would take to help them understand diversity. However this would require a seat count of 4,200 or more. She explained that after a number of town meetings, over a number of years, making U.S. Diversity a co-requisite was the outcome. Dr. Ray suggested

that when discussing what model to use for U.S. Diversity that the campus look at the category not only through the eyes of administrators, but through the eyes of students who loudly advocated for the category.

Dr. Woodard noted that what she found disturbing was that there is not credit hour requirement. She recommended that a credit hour requirement should be implemented, and that the category needs to be examined more closely. Dr. Woodard suggested offering funds to faculty to create or edit classes to meet the U.S. Diversity requirement.

Dr. Mullen echoed the sentiments of the other panelists. The co-requisite implies that the U.S. Diversity category is important, but not as important as those that have credit hours associated with them. He noted that the courses should address issues, and that is important to have the dialogue in the classroom.

Chair McGowan asked the panel: Is it still appropriate for this category to be a co-requisite, rather than credit bearing? If the U.S. Diversity category/co-requisites were to be considered as credit bearing, what impact would this have?

A member asked how a department is expected to keep the hours to graduate low; how can this process be mechanically done. He is not affiliated with Engineering, but he understands they are under tremendous pressure within the current guideline. Dr. Hunt agreed that the hours must come from somewhere, and no wants to have to re-look at the General Education Program. However, it might be beneficial to look at the GEP every decade. He noted that there is still a two credit hour Health & Exercise Studies requirement, and would U.S. Diversity may be more important? Dr. Hunt suggested that a USD course should be three hours. He also suggested that it should be broader than U.S. Diversity. It should illustrate to students what NC State expects of their students regarding interactions in the community, well-being, and care about fellow students. He noted that this should be done early on in a students' education at NC State; he believes that it can be accomplished.

Dr. Mullen agreed with Dr. Hunt; he explained that it comes down to what NC State thinks about what it does. He noted that he doesn't see NC State's GEP going from 39 to 42 to 45 hours; he doesn't anticipate that it will ever get back to 45 hours. Dr. Mullen suggested that one alternative could be to reduce the number of hours in the Natural Sciences, Humanities, and Interdisciplinary Perspectives, but not reduce the intensity. He explained that it would take institutional will for CUE to say that the GK and USD categories are important, but not to increase them to 6 hours. One member noted that she thought this was how the discussion of co-requisites occurred. Dr. Mullen noted that he feels the same way about the Global Knowledge category.

One member suggested that CUE step outside of the box and make the General Education Program a campus conversation. She noted that at the University of Texas students co-register together, and meet once a week for half an hour to an hour with a mentor to talk about issues. These include diversity activities. Another member felt that the biggest defect of the co-requisite seems to be the lack of a credit hour requirement. He noted that it would be the easiest fix to say that it ought to be 3 credit hours. However, the discussion does tend to move toward the defect of the GEP as a whole. He felt that NC State had come up with one of the worst possible designs; it was broken to start with. The member explained that the current system has defects that were not considered during implementation; he suggested that CUE approves courses that have weaker and weaker criteria because the university needs the courses for seats. Additionally, he suggested that the GEP constrains students too much.

One member noted that he believes as a university the goal is to have a generic ideal of Social Sciences, Humanities, and subcategories within fields, all while giving students freedom. He noted for the Natural Sciences and Mathematics categories, something similar is done. Philosophically this is what the university wants, but practically speaking, there are turf wars; that is how students learn. He liked the concept of using

advising to guide students, but then it depends on what advisor is assigned to a student. The member noted that he could not come up with a better concept.

Dr. Mullen asked how popular the GEP Thematic Tracks are. Catherine Freeman noted that there have been some students who participate, but that they have not been widely publicized. Dr. Hunt noted that he prefers to think of General Education as paella instead of a yeast cake. He explained that it allows students to find an interest in archaeology, religion, philosophy, subjects they might otherwise not learn about. Dr. Ray explained that through the alumni survey results, it illustrates that most students wouldn't choose to engage in diversity on their own. She expressed leanness of letting students create their own GEP plans of study. A member from the original GER Task Force provided some insight into decisions regarding the General Education Program. She noted that the task force was told to think outside of the box by the Provost, but then were told to limit the GEP to thirty-nine hours. The member did not want current members to think that because it was difficult the last time the GEP was revised, that it is not worth trying again. She felt that with the previous Task Force, there was not a chance given to try.

Carrie McLean, the Director of the First Year College, explained that in working students she realizes that many students don't have a clue about diversity. Diversity to students means so many things. She explained that there has to be a way for students to understand diversity; students need to reach an 'aha' moment. She gave an example that when talking to a student he admitted that she was the first African-American he had spoken to. She was unsure about the credit hour; she noted that it can be delivered in an hour, but it must be deliberate. Ms. McLean asked how the university could ensure that students know about diversity when they leave; it is done by make it a part of their NC State degree. She suggested that if USD is important, it needs to be assessed, and it needs to be intentionally done. Additionally, there needs to be faculty development for this. How does the university make sure that everyone is delivering concepts in the same way? If students are taught how to conceptualize diversity, they can understand their personal role. They will think about someone else. Diversity needs to be defined by the organization. One member noted that in his college, diversity education is discussed throughout the curriculum, and it has been great for his college. His college has M 100 which illustrates this, and Roshaunda Breeden has set up a student outreach network. Dr. Ray explained that Poole College of Management has been deliberate; she would like to see a safety net in curricula that allows for diversity experiences. She commended the PCOM model as one of the best models and approaches at NC State.

Another member agreed that students need experiential help to interact with other students that are different them. She noted that they need to understand the historically structured inequality that exists. How do they get to NC State and it is here that they talk to their first person of color? What makes that happen? She noted that if the university only focuses on the experiential, the NC State community will miss a large piece of diversity. Roshaunda Breeden, from the Poole College of Management, explained that students have not had this conversation. NC State students believe that they live in a neo-society with an African American president and GLBT rights. They don't understand the current struggles. Ms. Breeden explained that the history part can help students understand where society has been, and show why it affect the NC State community presently. A member noted that what is described is not occurring for students in the K-12 curriculum. He suggested investment in the production of the well-rounded graduate and citizen. Another member asked why this doesn't start at Summer Orientation. Dr. Mullen explained that he has mixed feelings about this. He feels that 90% of what is being discussed at orientation, students don't hear. He noted that some colleges are starting to pre-enroll or self-enroll for students before orientation, so that his may give time for more discussions for students. Dr. Mullen suggested extending Woflpack Welcome Week; some universities have included diversity in their version very well.

Dr. Ray noted that the Summer Start Program has been doing NCBI training for all students as part of their orientation. She noted that she thinks students have to be ready, thinking about the individual student in the curriculum they sit in. She noted that she teaches a course that fulfills the following categories: GK, HUM, and USD. Dr. Ray noted that the majority of students are seniors, and they are amazing. She wondered if

students are ready because they think about the application of diversity and how it fits. They listen and participate in ideas that are different than their own, which takes them out of their comfort zone. She suggested that there has to be some degree of readiness. Dr. Ray suggested that the university consider how it markets itself; NC State should express the diversity that exists on campus.

Jason Miller, from the English Department, explained that if time is not a river but a pendulum, then the university needs people to teach diversity. He explained that the Humanities are poised to help, especially from History and Literature. He noted that people are very aware of diversity. Businesses know that a lack of diversity awareness makes for bad business. Students coming to courses judge our restaurant by the menu. If the university is going to have a 1 credit hour course, and not watch over it, then students and others will think that is what NC State is. Dr. Miller suggested that the university keep moving forward in a positive way.

Dr. Kirby thanked the panelists for their contribution. She explained that with their contributions, they are giving CUE the freedom to brainstorm and engage in conversations for the U.S. Diversity category and the GEP. Dr. Kirby explained that the CUE GEP Review Subcommittee will be working on this matter for some time. Additionally, she thanked Dr. Joanne Woodard for her 27 years of service at NC State University.

NEW BUSINESS

Courses for GEP Category-Review to Remain on GEP lists(s)

- **REL 230 Asian Religions-GK, VPA- APPROVED unanimously.**
Discussion: Karen Young moved; David Parish seconded. The presenter asked the council to look at the attachment in the paperwork submitted. She noted that the syllabus has a lengthy section regarding information normally found on the GEP Submission form. She asked the council if they thought, in a case such as this with so much of the information present in the syllabus, that the short form was not necessary. Several members noted that they felt that the GEP Course Submission form is what CUE agreed upon, and it should be filled out. One member pointed out that if the information is present only in the syllabus, the instructor can alter the GEP portion after the review process. He noted that it is important a ‘snapshot’ is taken, which would go currently in the GEP Submission Form or on the CIM course form. He explained that the short form was a concession to make it easier for the faculty member during the GEP review process. Catherine Freeman confirmed that the GEP Course Submission form must be submitted, either through the paper format or CIM. Dr. Kirby notified the committee that the Office of Undergraduate Courses & Curricula would not be able to input courses into CIM for colleges and departments. She explained that it should be a faculty, department, and college responsibility. Her hope is that every faculty member could input their 3-4 classes. Without any additional discussion, the action was **APPROVED unanimously.**

Courses for GEP Category-New Courses

- A motion was made to approve the following courses as a package. The package was **APPROVED**, 10 in favor, 2 abstentions.

Course	Action	GEP Category
HS 203 Home Plant Propagation	New to GEP	NS
HS 204 Home Landscape Maintenance	New to GEP	NS

- **HS 202 Power of Plants: Appreciation and Use -NS- TABLED, 9 in favor, 1 against, 3 abstentions**
Discussion: James Knopp moved; Timothy Buie seconded. A member noted that there are not textbooks assigned to the course, and she wanted some clarification on the readings. She noted that the first and fourth learning outcome in the NS paperwork appeared the same. A member asked what the difference

between classes such as this in Horticultural Science would differ from a similar course in Plant Biology. The presenter explained that Horticultural Science would likely be more practical and Plant Biology would be more theoretical in nature. He explained that they are not the same courses; they have the same topics but different focuses. A member asked for differences beyond theory and practice. The presenter explained that he does not know for sure, but he believes the course would draw on different contexts. Horticultural Science would physically look at the plants. A member asked colleagues in the College of Sciences and College of Agriculture & Life Sciences if the course meets the expectations of a course to be on the Natural Sciences list. She deferred to their understanding of the sciences. A different member felt that the course was weak; she suggested asking the instructor to come in. She explained it is hard to judge the course with the information provided. Another member pointed that he can see the course's experimental evidence in the plantings. Without any further discussion, the action was **TABLED, 9 in favor, 1 against, 3 abstentions.**

- **HS 205 Home Food Production-NS-TABLED unanimously without discussion due to similar concerns to HS 202.**

Meeting adjourned at 3:07 pm.

Respectfully submitted by Gina Neugebauer

GEP Natural Sciences (NS) Course Submission Form

This form is to be used for submitting Natural Sciences GEP course actions to the Council on Undergraduate Education (CUE)

Course action proposals for a GEP course must provide documentation to show how the course is designed to enable a student to achieve the particular GEP category objectives.

The *GEP Natural Sciences objectives* will provide instruction and guidance that help students to:

1. Use the methods and processes of science in testing hypotheses, solving problems and making decisions; and
2. Make inferences from and articulate, scientific concepts, principles, laws and theories, and apply this knowledge to problem solving.

Department(s)/Program	Horticultural Science	New to GEP Category <input checked="" type="checkbox"/>
Course Prefix/Number <i>(include cross-listed prefix)</i>	HS 202	Retain for GEP Category <input type="checkbox"/>
Course Title	Power of Plants	
Instructor Name/Title	Ms. Elisabeth Meyer (Lecturer)	
SECTION 1: GEP CRITERIA		
Instructions:		
<ul style="list-style-type: none"> • At least one of the Instructor's student learning outcomes must be listed under each GEP category objective. • Achievement of the outcomes must allow students to meet the GEP category objectives. • Outcomes must illustrate what students will do in order to demonstrate they have achieved the outcome. • At least one means of evaluation must be listed under each outcome and provide data to allow the instructor to judge how well students have achieved outcomes. • Student learning outcomes that are relevant to the GEP category objectives must be applied to all course sections. • For assistance with writing outcomes and list of active verbs using <i>Bloom's Taxonomy</i> [Click Here] 		
<p>List the Instructor's student learning outcomes for the course that are relevant to GEP <i>Natural Sciences Objective 1</i>:</p> <p>Obj. 1) Use the methods and processes of science in testing hypotheses, solving problems and making decisions.</p> <ol style="list-style-type: none"> 1. Utilize knowledge of plant morphology, use and function to identify individual plants in different categories (trees, shrubs, herbs, etc.), and explain how they are grown and used in horticulture 		
Measure(s) for above Outcome:		
<p><i>Provide a general description of the types of assignments/assessments that will be used to determine if students have achieved the outcome. This should include a specific example of a question/prompt.</i></p> <ol style="list-style-type: none"> 1. Quizzes requiring students to identify plant from pictures online 2. Identify and photograph plants in landscape situations 		
<p>List the Instructor's student learning outcome(s) for the course that are relevant to GEP <i>Natural Sciences Objective 2</i>:</p> <p>Obj. 2) Make inferences from and articulate, scientific concepts, principles, laws, and theories, and apply this knowledge to problem solving.</p> <ol style="list-style-type: none"> 1. Identify and explain the unique and unusual uses of plants in garden and landscape settings, including food and indoor and outdoor plantings. 		

Measure(s) for above Outcome:

Provide a general description of the types of assignments/assessments that will be used to determine if students have achieved the outcome. This should include a specific example of a question, prompt.

1. Targeted multiple choice and short answer exam questions

SECTION 2: REQUISITES AND SCHEDULING

General guidelines:

- GEP Courses should have at least 25% of seats non-restricted (i.e. available to all students).
- GEP Courses should have no more than ONE pre-requisite.
- GEP Special Topics are approved as a one-term offering.
- The course syllabus for all sections must include the GEP *Natural Sciences* category designation and GEP student learning outcomes.

What percentage of the seats offered will be open to all students? _100_ %

- a. If seats are restricted, describe the restriction being applied.
- b. Is this restriction listed in the course catalog description for the course?

List all course pre-requisites, co-requisites, and restrictive statements (ex: Jr standing; Chemistry majors only). If none, state none.

None.

List any discipline specific background or skills that a student is expected to have prior to taking this course. If none, state none. (ex: ability to analyze historical text; prepare a lesson plan)

None.

If this is a 400 level and/or a dual-level course, provide a complete syllabus and include below a statement on appropriateness of this course as a general education course. For dual-level, the syllabus should reflect the difference in requirements for each level.

SECTION 3: ADDITIONAL INFORMATION

**If this course is currently on another GEP course list(s), state below which category(ies).
If unsure, please check the course listing in the catalog.**

Complete the following 3 questions or attach a syllabus that includes this information.

1. Title and author of any required text or publications.

None

2. Major topics to be covered and required readings including laboratory and studio topics.

See syllabus

3. List any required field trips, out of class activities, and/or guest speakers.

None

HS 202

POWER OF PLANTS: APPRECIATION AND USE

INSTRUCTORS

Lis Meyer
112 Kilgore Hall
emmeyer@ncsu.edu

WEBSITE: <http://wolfware.ncsu.edu>

Textbook: None required

General Education Program (GEP) Information:

GEP Category: Natural Sciences

GEP Category Outcomes:

1. Utilize knowledge of plant morphology, use and function to identify individual plants in different categories (trees, shrubs, herbs, etc.), and explain how they are grown and used in horticulture
2. Demonstrate working knowledge of plant nomenclature
3. Describe the breadth and diversity of plants and their uses in society and daily living
4. Identify individual plants in different categories (trees, shrubs, herbs, etc.), and explain how they are grown and used in horticulture

This course will fulfill GEP category outcomes through targeted multiple choice and short answer exam questions. This course does not fulfill a GEP co-requisite.

No additional expenses, materials, or travel costs. This course will not require students to provide their own transportation. Non-scheduled class time for field trips or out-of-class activities is NOT required for this class.

Prerequisites: None.

Co-requisites and Restrictions: None.

Safety & Risk Assumptions: None.

Assignments

There will be 3 exams given during the semester and a comprehensive final exam held during the finals week.

Grading:	Exam I	25%
	Exam II	25%
	Exam III	25%
	Final	25%

Letter Grades: This course uses Standard NCSU Letter Grading:

97	≤	A+	≤	100
93	≤	A	<	97
90	≤	A-	<	93
87	≤	B+	<	90
83	≤	B	<	87
80	≤	B-	<	83
77	≤	C+	<	80
73	≤	C	<	77
70	≤	C-	<	73
67	≤	D+	<	70
63	≤	D	<	67
60	≤	D-	<	63
0	≤	F	<	60

Attendance

You are expected to attend all class sessions. Attendance will not be taken. Research shows that students who miss class don't do as well as those who regularly attend! We intend to create an environment where learning abounds! If you need to miss class for whatever reason, you are responsible for getting the lecture notes from someone in the class. The PowerPoint outlines will be on line, but beware, they are just that; outlines.

Make-up exams

There will be no make-up exams given, unless you notify us before the exam, and explain why you can't take the exam when scheduled, and you provide proper documentation for your absence (e.g., doctor's note, etc.). In cases where you are unable to notify us, please make an appointment to discuss the situation.

Academic Integrity

Scholarly activity is marked by honesty, fairness, and hard work. A scholar does not take credit for someone else's work, or take advantage of others, or behave in such a manner to frustrate others. The violation of these principles is deemed academic dishonesty and will be handled according to the procedures outlined in the NCSU Code of Student Conduct, found at: http://www.ncsu.edu/policies/student_services/student_discipline/POL11.35.1.php

Frankly, cheating will not be tolerated because it is wrong!

Cell phones, laptops, electronic devices, etc.

Please turn off cell phones before class begins. It is very important that every student in the class is able to pay attention with minimal distraction. Please show consideration by following this rule. If your cell phone rings during class we reserve the right to answer it for you. Using laptops to take notes is welcomed.

The difference with your behavior and your value as a person

Please remember that your performance in this class is a reflection of your behavior and your intelligence. You are all admitted college students, therefore, your intelligence is sufficient. Your performance then becomes a reflection of your behavior. However, your value as a person is not correlated with your performance in this, or any other class you take. Please don't make the mistake of connecting the two.

Requirements for Credit-Only (S/U) Grading

In order to receive a grade of S, students are required to take all exams and quizzes, complete all assignments, and earn a grade of C- or better. Conversion from letter grading to credit only (S/U) grading is subject to university deadlines. Refer to the Registration and Records calendar for deadlines related to grading. For more details refer to http://www.ncsu.edu/policies/academic_affairs/courses_undergrad/REG02.20.15.php.

Requirements for Auditors (AU)

Information about and requirements for auditing a course can be found at http://www.ncsu.edu/policies/academic_affairs/pols_regs/REG205.00.5.php.

Policies on Incomplete Grades

If an extended deadline is not authorized by the instructor or department, an unfinished incomplete grade will automatically change to an F after either (a) the end of the next regular semester in which the student is enrolled (not including summer sessions), or (b) the end of 12 months if the student is not enrolled, whichever is shorter. Incompletes that change to F will count as an attempted course on transcripts. The burden of fulfilling an incomplete grade is the responsibility of the student. The university policy on incomplete grades is located at http://www.ncsu.edu/policies/academic_affairs/grades_undergrad/REG02.50.3.php

Accommodations for Disabilities

Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, student must register with the Disability Services Office (<http://www.ncsu.edu/dso>) located at 1900 Student Health Center, Campus Box 7509, 515-7653. For more information on NC State's policy on working with students with disabilities, please see the Academic Accommodations for Students with Disabilities Regulation at http://www.ncsu.edu/policies/academic_affairs/courses_undergrad/REG02.20.1.php.

Non-Discrimination Policy

NC State University provides equality of opportunity in education and employment for all students and employees. Accordingly, NC State affirms its commitment to maintain a work environment for all employees and an academic environment for all students that is free from all forms of discrimination. Discrimination based on race, color, religion, creed, sex, national origin, age, disability, veteran status, or sexual orientation is a violation of state and federal law and/or NC State University policy and will not be tolerated. Harassment of any person (either in the form of quid pro quo or creation of a hostile environment) based on race, color, religion, creed, sex, national origin, age, disability, veteran status, or sexual orientation also is a violation of state and federal law and/or NC State University policy and will not be tolerated. Retaliation against any person who complains about discrimination is also prohibited. NC State's policies and regulations covering discrimination, harassment, and retaliation may be accessed at http://www.ncsu.edu/policies/campus_environ or http://www.ncsu.edu/equal_op. Any person who feels that he or she has been the subject of prohibited discrimination, harassment, or retaliation should contact the Office for Equal Opportunity (OEO) at 515-3148.

Important Dates

NO CLASS:	Jan. 21	MLK
	March 4 & 6	Spring Break
EXAM I	Wednesday	Feb. 13
EXAM II	Wednesday	March 20

EXAM III Wednesday April 17

Assignments Due: Wednesday April 23

Final: Monday, May 6 8:00-11:00AM, 159 Kilgore Hall

Lecture Schedule

January:

- 7 Introduction
- 9 Power of Plants: Getting started
- 14 You are so beautiful... to me: Plant parts, forms, uses
- 16 Class Cancelled

23 Naked appeal: ornamental bark and branching

28 What's in a name: plant classification

30 Plant names continued

February:

4 Houseplants

6 Houseplants II

13 EXAM I

18 Plant shrinkage: Bonsai, where size matters!

20 Bulbilicious! Kissing the landscape with tulips

25 Bulbs: Watts in your bed?

27 We don't say "bush", it's all about shrubs

March:

4&6 Spring Break, no class

11 What's for dinner: "eat all your vegetables"

13 More edible garden plants

18 Favorite Gardens/USA

20 EXAM II

25 Trees please, a small portion

27 Trees again, bigger this time!

April:

1 Plant manipulation: topiary, espalier and more

3 "Your not from around these parts" Exotics and native plants

8 They keep coming back: herbaceous perennials

10 They keep coming back... for more HB II

15 Coloring in your garden: Annuals and tender perennials

17 EXAM III

22 .Annuals and Tender perennials II

24 Favorite Gardens/International

GEP Natural Sciences (NS) Course Submission Form

This form is to be used for submitting Natural Sciences GEP course actions to the Council on Undergraduate Education (CUE)

Course action proposals for a GEP course must provide documentation to show how the course is designed to enable a student to achieve the particular GEP category objectives.

The *GEP Natural Sciences objectives* will provide instruction and guidance that help students to:

1. Use the methods and processes of science in testing hypotheses, solving problems and making decisions; and
2. Make inferences from and articulate, scientific concepts, principles, laws and theories, and apply this knowledge to problem solving.

Department(s)/Program	Horticultural Science	New to GEP Category <input checked="" type="checkbox"/>
Course Prefix/Number <i>(include cross-listed prefix)</i>	HS 205	Retain for GEP Category <input type="checkbox"/>
Course Title	Home Food Production	
Instructor Name/Title	Dr. Julia Kornegay (Professor)	
SECTION 1: GEP CRITERIA		
<u>Instructions:</u>		
<ul style="list-style-type: none"> • At least one of the Instructor's student learning outcomes must be listed under each GEP category objective. • Achievement of the outcomes must allow students to meet the GEP category objectives. • Outcomes must illustrate what students will do in order to demonstrate they have achieved the outcome. • At least one means of evaluation must be listed under each outcome and provide data to allow the instructor to judge how well students have achieved outcomes. • Student learning outcomes that are relevant to the GEP category objectives must be applied to all course sections. • For assistance with writing outcomes and list of active verbs using <i>Bloom's Taxonomy</i> [Click Here] 		
<p>List the Instructor's student learning outcomes for the course that are relevant to <i>GEP Natural Sciences Objective 1:</i> <i>Obj. 1) Use the methods and processes of science in testing hypotheses, solving problems and making decisions.</i></p> <ol style="list-style-type: none"> 1. Define and describe trends in U.S. home food production as related to economic and environmental concerns of citizens 2. Correlate the basic principles of building healthy soils, composting, and fertilizer use to the importance of site and soil preparation 3. Relate the basic practices of raising chickens and bees to the physiological needs of each species. 		
<i>Measure(s) for above Outcome:</i>		
<p><i>Provide a general description of the types of assignments/assessments that will be used to determine if students have achieved the outcome. This should include a specific example of a question/prompt.</i></p> <ol style="list-style-type: none"> 1. Describe the evolution of victory gardens. 2. Define green manure practices and how they promote soil health. 3. For their final project research a topic related to home food production and produce a blog, home landscape installation, or photojournal 		
<p>List the Instructor's student learning outcome(s) for the course that are relevant to <i>GEP Natural Sciences Objective 2:</i> <i>Obj. 2) Make inferences from and articulate, scientific concepts, principles, laws, and theories, and apply this knowledge to problem solving.</i></p> <ol style="list-style-type: none"> 1. Describe fruit and vegetable production and season extension practices 2. Describe the major forms of food preservation used in home situations 		

Measure(s) for above Outcome:

Provide a general description of the types of assignments/assessments that will be used to determine if students have achieved the outcome. This should include a specific example of a question/prompt.

1. Define how season extension techniques can be used in home food production
2. List safe food handling practices needed during food preservation.

SECTION 2: REQUISITES AND SCHEDULING

General guidelines:

- GEP Courses should have at least 25% of seats non-restricted (i.e. available to all students).
- GEP Courses should have no more than ONE pre-requisite.
- GEP Special Topics are approved as a one-term offering.
- The course syllabus for all sections must include the GEP *Natural Sciences* category designation and GEP student learning outcomes.

What percentage of the seats offered will be open to all students? 100 %

- a. If seats are restricted, describe the restriction being applied.
- b. Is this restriction listed in the course catalog description for the course?

List all course pre-requisites, co-requisites, and restrictive statements (ex: Jr standing; Chemistry majors only). If none, state none.

None.

List any discipline specific background or skills that a student is expected to have prior to taking this course. If none, state none. (ex: ability to analyze historical text; prepare a lesson plan)

None.

If this is a 400 level and/or a dual-level course, provide a complete syllabus and include below a statement on appropriateness of this course as a general education course. For dual-level, the syllabus should reflect the difference in requirements for each level.

SECTION 3: ADDITIONAL INFORMATION

If this course is currently on another GEP course list(s), state below which category(ies).
If unsure, please check the course listing in the catalog.

Complete the following 3 questions or attach a syllabus that includes this information.

1. Title and author of any required text or publications.

none

2. Major topics to be covered and required readings including laboratory and studio topics.

See syllabus

3. List any required field trips, out of class activities, and/or guest speakers.

none

SIGNATURE PAGE

COURSE ACTION FOR HS 205

RECOMMENDED BY:



HEAD, DEPARTMENT/PROGRAM

3/10/15

DATE


ENDORSED BY:



CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE

3/16/15

DATE



COLLEGE DEAN

3/17/15

DATE

APPROVED BY:

CHAIR, UNIVERSITY COURSES & CURRICULA COMMITTEE DATE

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION DATE

DEAN, DIVISION OF ACADEMIC AND STUDENT AFFAIRS (DASA) DATE

APPROVED EFFECTIVE DATE _____

Course Syllabus
HS205-001 HOME FOOD PRODUCTION
FALL 2014

Course Information:

3 credits

Dates and time: T/TH 11:45-1:00 pm

Class room: 125 Kilgore Hall

Textbook: none

Instructor: Dr. Julia Kornegay

Email: Julia_kornegay@ncsu.edu

Phone: 919-515-1193

Office Location: Department of Horticultural Science, 168 Kilgore Hall

Office Hours: By appointment

TA Instructor: Kyle Vandenlangenberg

Email: kyle.m.van@gmail.com

Course Description:

For our ancestors, home gardening and animal husbandry were critical for their survival. With the advent of large scale agriculture, year round availability of affordable food, and wide-scale 'suburbanization' of America, the practice of home food production was largely abandoned. In recent years, there has been a growing concern about the quality, security, safety, and cost of food, and a resurgence of interest in home gardening and small-scale animal husbandry. Home food production will play an important part in increasing the sustainability of the world's food systems for the foreseeable future. The goal of this course is to familiarize students with the scientific knowledge and tried-and-true practices needed to successfully produce food at home, even in small-scale environments such as decks and patios.

This course is for non- Horticultural Science majors or undergraduates in the Horticultural Science Certificate Program

General Education Program (GEP) Information:

GEP Category: Natural Sciences

GEP Category Outcomes:

1. Define and describe trends in U.S. home food production as related to economic and environmental concerns of citizens
2. Describe the importance of site and soil preparation
3. Identify the basic principles of building healthy soils, composting, and fertilizer use
4. Describe fruit and vegetable production and season extension practices

5. Relate the basic practices of raising chickens and bees to the physiological needs of each species.
6. Describe the major forms of food preservation used in home situations

This course will fulfill GEP category outcomes through targeted multiple choice and short answer exam questions, class discussions, and a final project. This course does not fulfill a GEP co-requisite.

Course Structure:

The course consists of lectures, discussion forums, visits to home gardens, four exams, and a final project. No textbook is required for the course.

Course schedule:

Date	Topic	Lecture
Aug 21	Topic 1	Introductions, syllabus, and course expectations
Aug 26	Topic 2	Trends in food production
Aug 28	Topic 3	Plant growth and development
Sept 2	Topic 4	Soil and soil fertility
Sept 4	Topic 5	Composts and fertilizers
Sept 9	Exam 1	
Sept 11	Topic 6	Garden plants – vegetable crops
Sept 16	Topic 7	Garden plant – root crops
Sept 18	Topic 8	Garden plants – small fruit crops – Gina Fernandez
Sept 23	Topic 9	Garden plants – tree fruit crops – Mike Parker
Sept 25*	Topic 10	Garden plants – herbs and medicinals
Sept 30	Exam 2	
Oct 2	Topic 11	Plant propagation – seeds and transplants
Oct 4	Field Trip	Saturday visit to home gardens in the Raleigh area
Oct 7	Topic 12	Irrigation and water management
Oct 9	Fall Break	
Oct 14	Topic 13	Integrated pest management
Oct 16	Topic 14	Beneficial insects
Oct 21	Topic 15	Garden planning and planting
Oct 23	Topic 16	Season extension practices
Oct 28	Exam 3	
Oct 30	Topic 17	Organic gardening
Nov 4	Topic 18	Permaculture – Anne Spafford
Nov 6	Topic 19	Patio and container gardening
Nov 11	Topic 20	Beekeeping – Mike Simone Finstrom
Nov 13	Topic 21	Backyard chickens

Nov 18	Exam 4	
Nov 20	Topic 22	Student presentations
Nov 25	Topic 23	Student presentations
Nov 27	<i>Thanksgiving</i>	
Dec 2	Topic 24	Student presentations
TBD	Final Exam	

* **Due date for title of project topic**

Local Garden Visits:

The students will be required to participate in one Saturday field trip to visit local home gardens. The field trip allows the students to see a variety of actual home food production practices and to talk with homeowners about their experiences.

The College of Agriculture and Life Sciences will provide transportation to and from field trips, and students are encouraged to use it. The University assumes no responsibility when students choose to provide their own transportation. The students agree to accept and assume responsibility for all risks involved to them or their property during travel to and from field trips when providing their own transportation.

If the student completes the field trip, then the Final Exam will be waived. If the student misses the field trip, then he/she will have to take the final exam.

Project:

Each student will develop an independent project on a topic of his/her choice relating to home food production and present a summary of the project to the class at the end of the semester. The project can vary according to the interests of the student. Some examples include:

- Research a topic related to home food production (i.e. impact of the Victory Gardens on WWI and II) and write a paper using at least three documented references
- Develop a blog and write about home food production practices
- Develop a home landscape plan that includes home food production
- Interview gardeners, take photographs, and document their successes and challenges

Class Discussions:

In class discussions are important to share personal experiences and to clarify information given in the lectures.

Exams: There will be four exams during the course. The final exam is required if the student misses the field trip.

Grading:

Grading Component	Percent of total
Participation in class discussions	10%
Exam 1	15%

Exam 2	15%
Exam 3	15%
Exam 4	15%
Final project	15%
Participation on field trip or Final Exam	15%

Letter Grades (This course uses standard NCSU letter grading):

97 ≤	A+	≤	100
93 ≤	A	<	97
90 ≤	A-	<	93
87 ≤	B+	<	90
83 ≤	B	<	87
80 ≤	B-	<	83
77 ≤	C+	<	80
73 ≤	C	<	77
70 ≤	C-	<	73
67 ≤	D+	<	70
63 ≤	D	<	67
60 ≤	D-	<	63
0 ≤	F	<	60

Electronically Hosted Components:

Students may be required to disclose personally identifiable information to other students in the course, via electronic tools like email or web-postings, where relevant to the course. Examples include online discussions of class topics, and posting of student coursework. All students are expected to respect the privacy of each other by not sharing or using such information outside the course.

Policies on Incomplete Grades:

If an extended deadline is not authorized by the instructor or department, an unfinished incomplete grade will automatically change to an F after either (a) the end of the next regular semester in which the student is enrolled (not including summer sessions), or (b) the end of 12 months if the student is not enrolled, whichever is shorter. Incompletes that change to F will count as an attempted course on transcripts. The burden of fulfilling an incomplete grade is the responsibility of the student. The university policy on incomplete grades is located at <http://policies.ncsu.edu/regulation/reg-02-50-03>

Late Assignments:

Completed projects are due the last day of class.

Attendance Policy:

For on campus students, attendance and class participation is important and part of a student's overall grade. This course follows the university's attendance regulation for definition of excused absences at <http://policies.ncsu.edu/regulation/reg-02-20-03>.

Academic Integrity:

Academic Integrity

Students are required to comply with the university policy on academic integrity found in the Code of Student Conduct found at http://www.ncsu.edu/policies/student_services/student_discipline/POL11.35.1.php

Academic Honesty

A detailed explanation of academic honesty can be found at http://www.ncsu.edu/policies/student_services/student_discipline/POL11.35.1.php for a detailed explanation of academic honesty.

Honor Pledge

Your signature on any test or assignment indicates "I have neither given nor received unauthorized aid on this test or assignment."

Accommodations for Disabilities

Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, student must register with the Disability Services Office (<http://www.ncsu.edu/dso>) located at 1900 Student Health Center, Campus Box 7509, 515-7653. For more information on NC State's policy on working with students with disabilities, please see the Academic Accommodations for Students with Disabilities Regulation at http://www.ncsu.edu/policies/academic_affairs/courses_undergrad/REG02.20.1.php.

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HI 254 Modern American History

This course has been entered and approved via the CIM approval system. To view this course, please [CLICK HERE](#).

HI 360 U.S. Agricultural History

This course has been entered and approved via the CIM approval system. To view this course, please [CLICK HERE](#).

SW 260 Introduction to Gerontology: An Interdisciplinary Field of Practice

This course has been entered and approved via the CIM approval system. To view this course, please [CLICK HERE](#).

LPS 302 Diversity and Leadership in the Public Sector

This course has been entered and approved via the CIM approval system. To view this course, please [CLICK HERE](#).

GEP Interdisciplinary Perspectives (IP) Course Submission Form

This form is to be used for submitting Interdisciplinary Perspectives GEP course actions to the Council on Undergraduate Education (CUE)

Course action proposals for a GEP course must provide documentation to show how the course is designed to enable a student to achieve the particular GEP category objectives.

The *GEP Interdisciplinary Perspectives objectives* will provide instruction and guidance that help students to:

1. Distinguish between the distinct approaches of two or more disciplines; and
2. Identify and apply authentic connections between two or more disciplines; and
3. Explore and synthesize the approaches or views of the two or more disciplines.

Department(s)/Program	Honors	New to GEP Category <input checked="" type="checkbox"/>
Course Prefix/Number <i>(include cross-listed prefix)</i>	HON297	Retain for GEP Category <input type="checkbox"/>
Course Title	Poultry and Man: Why did the chicken cross the world?	
Instructor Name/Title	Chris M. Ashwell, Assoc Professor and Director, Office of Undergraduate Research	

SECTION 1: GEP CRITERIA

Instructions:

- At least one of the Instructor’s student learning outcomes must be listed under each GEP category objective.
- Achievement of the outcomes must allow students to meet the GEP category objectives.
- Outcomes must illustrate what students will do in order to demonstrate they have achieved the outcome.
- At least one means of evaluation must be listed under each outcome and provide data to allow the instructor to judge how well students have achieved outcomes.
- Student learning outcomes that are relevant to the GEP category objectives must be applied to all course sections.
- For assistance with writing outcomes and list of active verbs using *Bloom’s Taxonomy* [[Click Here](#)]

To assist CUE in evaluating this course for inclusion on the Interdisciplinary Perspectives list, please provide answers to the following questions:

A. Which disciplines will be synthesized, connected, and/or considered in this course?

This course will connect and consider the following disciplines: Poultry Science and Sociology.

B. How will the instructor present the material so that these disciplines are addressed in a way that allows the students “to integrate the multiple points of view into a cohesive understanding”?

The GEP Interdisciplinary Perspectives outcomes will be met by offering both theoretical and practical/technical approaches to the subject from multiple perspectives. Students will be expected to conduct individual research inquiries to recognize the distinctions in perspective that the two disciplines of Poultry Science and Sociology and how specific human groups relate to the specific course topics. Lectures, in-class discussions, case-study discussion, role-playing, and inquiry driven research will enable students to integrate the multiple points of view into a cohesive understanding. Also, critical thinking skills will be developed based on the framework of Paul and Elder.

Course assignments directed at specific course topics will require students to approach each topic from both disciplinary perspectives, a Poultry Science (Biology/Nutrition/Agriculture) perspective and a Sociological (Cultural norms/Class/Status) perspective.

List the Instructor’s student learning outcomes for the course that are relevant to GEP *Interdisciplinary Perspectives Objective 1*:

Obj. 1) Distinguish between the distinct approaches of two or more disciplines.

Outcome 3. Distinguish the features of modern poultry production since the 1950s, using a poultry science based approach as well as a sociology based approach.

Measure(s) for above Outcome:

Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.

Each week the course will focus on a specific topic followed by a related assignment, which may be a presentation, debate, or reflection. These assignments prompt students to approach each topic from multiple perspectives. The Poultry Science perspective requires students to approach the topic through content knowledge of the history of man's interactions with birds and issues surrounding the birds role in society. The Sociological perspective requires students to approach the topic through: the symbolic interactionist perspective, the functionalist perspective, and the conflict perspective each of which offers paradigms for explaining how society influences people, and vice versa.

For example, one weekly topic and assignment covers the issues surrounding California Proposition 2 (2008) in the form of a case study, which was approved by referendum and limits animal confinement including laying hen cage systems. Students are assembled into 5 groups and assigned to represent specific groups that either support or oppose Prop 2. After researching the representative group's position on Prop 2 (American Veterinary Medical Association, Humane Society of the US, United Egg Producers, and Pew Commission on Industrial Farm Animal Production) the students then engage in a debate over the issue in the role of their group in an attempt to convince another group of students (representing the voters, who also formulate questions for the debating groups) to adopt their views. Students are asked to write briefs and position points representing their respective groups. The debate is conducted in classic Lincoln-Douglas style with opening statements, argument points, rebuttals, and closing arguments. Once the debate (moderated by the instructor) is completed the "voters" cast their ballots and there is a mock Prop 2 outcome. Students are then asked to re-evaluate the activity from sociological perspectives including symbolic interactionist perspective, functionalist perspective, and conflict perspective to identify the how each perspective uniquely conceptualizes society, social forces, and human behavior with regard to the Prop 2 vote as well as the historical outcomes that have resulted since its approval in 2008 and enforcement in 2015. Students are then asked to reflect on the interaction of Poultry Science and Society in a writing assignment. The writing prompt is as follows: Describe how the issues surrounding the campaign for/against, and results of voter approval of CA Prop 2 and the various perspectives of the stakeholders involved are representative of modern society in the United States. Be sure to include how a better understanding of Prop 2 has changed your personal perspective on the issue. Content of the reflection will be evaluated using the Integrated Learning VALUE rubric.

	Capstone 4	Milestones		Benchmark 1
		3	2	
Connections to Experience <i>Connects relevant experience and academic knowledge</i>	Meaningfully synthesizes connections among experiences outside of the formal classroom (including life experiences and academic experiences such as internships and travel abroad) to deepen understanding of fields of study and to broaden own points of view.	Effectively selects and develops examples of life experiences, drawn from a variety of contexts (e.g., family life, artistic participation, civic involvement, work experience), to illuminate concepts/theories/frameworks of fields of study.	Compares life experiences and academic knowledge to infer differences, as well as similarities, and acknowledge perspectives other than own.	Identifies connections between life experiences and those academic texts and ideas perceived as similar and related to own interests.
Connections to Discipline <i>Sees (makes) connections across disciplines, perspectives</i>	Independently creates wholes out of multiple parts (synthesizes) or draws conclusions by combining examples, facts, or theories from more than one field of study or perspective.	Independently connects examples, facts, or theories from more than one field of study or perspective.	When prompted, connects examples, facts, or theories from more than one field of study or perspective.	When prompted, presents examples, facts, or theories from more than one field of study or perspective.
Integrated Communication	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) in ways that enhance meaning , making clear the interdependence of language and meaning, thought, and expression.	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) to explicitly connect content and form , demonstrating awareness of purpose and audience.	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) that connects in a basic way what is being communicated (content) with how it is said (form).	Fulfills the assignment(s) (i.e. to produce an essay, a poster, a video, a PowerPoint presentation, etc.) in an appropriate form .
Reflection and Self-Assessment <i>Demonstrates a developing sense of self as a learner, building on prior experiences to respond to new and challenging contexts (may be evident in self-assessment, reflective, or creative work)</i>	Envisions a future self (and possibly makes plans that build on past experiences that have occurred across multiple and diverse contexts).	Evaluates changes in own learning over time, recognizing complex contextual factors (e.g., works with ambiguity and risk, deals with frustration, considers ethical frameworks).	Articulates strengths and challenges (within specific performances or events) to increase effectiveness in different contexts (through increased self-awareness).	Describes own performances with general descriptors of success and failure.

List the Instructor's student learning outcome(s) for the course that are relevant to GEP *Interdisciplinary Perspectives Objective 2*:
Obj. 2) Identify and apply authentic connections between two or more disciplines.

Outcome 2. Discuss religious, cultural, and social aspects of poultry in a global context using a poultry science based approach as well as a sociology based approach.

Measure(s) for above Outcome:

Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.

Each week the course will focus on a specific topic followed by a related assignment, which may be a presentation, debate, or reflection. These assignments prompt students to approach each topic from multiple perspectives. The Poultry Science perspective requires students to approach the topic through content knowledge of poultry production and how food labeling practices influence consumers in modern society. The Sociological perspective requires students to approach the topic through: the symbolic interactionist perspective, the functionalist perspective, and the conflict perspective each of which offers paradigms for explaining how society influences people, and vice versa.

For example, one weekly topic and assignment covers the issues surrounding food (poultry) labeling practices, USDA/FDA regulations, public perspective, and social practice. Students are asked to define specific food labeling terms including: natural, fresh, free range, organic, no hormones, no antibiotics, ect. Students are then tasked to collect information on the specific requirements or meaning for these labels, which generally are not equivalent to their prior perceptions. Students are assembled into groups and assigned to develop a survey to assess perceptions of food labels among their peers focusing specifically on "organic, free range, no hormones, and no antibiotics". These surveys must include demographic information including economic and geographic data for the respondents. Each group deploys the survey on campus and collects data from 40 respondents. Groups are then asked to write summaries of the data collected. Students are prompted to evaluate the survey responses in relation to sociological perspectives including symbolic interactionist perspective, functionalist perspective, and conflict perspective to identify the how each perspective uniquely conceptualizes society, social forces, and human behavior with regard to how food labels are interpreted. Students are then asked to reflect on the interaction of Poultry Science and Society in a writing assignment. The writing prompt is as follows: "Describe how the issues surrounding current food labeling practices and the various perspectives of producers and consumers are representative of modern society in the United States. Be sure to include how a better understanding of food labeling practices has changed your personal perspective on the issue. Content of the reflection will be evaluated using the Integrated Learning VALUE rubric. (see above)

List the Instructor's student learning outcome(s) for the course that are relevant to GEP *Interdisciplinary Perspectives Objective 3*:
Obj. 3) Explore and synthesize the approaches or views of the two or more disciplines.

Outcome 4. Formulate a hypothesis, collect relevant information considering multiple points of view, and construct a research paper describing the students' conclusions using a poultry science based approach as well as a sociology based approach.

Outcome 5. Prepare a professional presentation using a poultry science based approach as well as a sociology based approach, deliver it orally, and critique the presentations of others

Measure(s) for above Outcome:

Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.

At the completion of the course students will prepare a research paper describing how the public perception of specific aspects of modern poultry production does not accurately portray the poultry industry and how society (various groups) influence this perception. In this paper, presentation, and public service announcement (PSA) students will be prompted to approach the topic from multiple perspectives. The Poultry Science perspective requires students to approach the topic through content knowledge of poultry production. The Sociological perspective requires students to approach the topic through: the symbolic interactionist perspective, the functionalist perspective, and the conflict perspective each of which offers paradigms for explaining how society influences people, and vice versa. Students are prompted to view the issue at hand through the eyes of various social groups (socioeconomic class, education, dietary). Content of the research paper, presentation and PSA will be evaluated using the Integrated Learning VALUE rubric. (see above)

SECTION 2: REQUISITES AND SCHEDULING

General guidelines:

- GEP Courses should have at least 25% of seats non-restricted (i.e. available to all students).
- GEP Courses should have no more than ONE pre-requisite.
- GEP Special Topics are approved as a one-term offering.
- The course syllabus for all sections must include the GEP *Interdisciplinary Perspectives* category designation and GEP student learning outcomes.

What percentage of the seats offered will be open to all students? 100 %

- a. If seats are restricted, describe the restriction being applied.
as a FYI offering this course will be available only to first year students
- b. Is this restriction listed in the course catalog description for the course?
No

List all course pre-requisites, co-requisites, and restrictive statements (ex: Jr standing; Chemistry majors only). If none, state none.

None

List any discipline specific background or skills that a student is expected to have prior to taking this course. If none, state none. (ex: ability to analyze historical text; prepare a lesson plan)

None

If this is a 400 level and/or a dual-level course, provide a complete syllabus and include below a statement on appropriateness of this course as a general education course. For dual-level, the syllabus should reflect the difference in requirements for each level.

SECTION 3: ADDITIONAL INFORMATION

If this course is currently on another GEP course list(s), state below which category(ies).
If unsure, please check the course listing in the catalog.

Complete the following 3 questions or attach a syllabus that includes this information.

1. Title and author of any required text or publications.

SEE ATTACHED SYLLABUS

2. Major topics to be covered and required readings including laboratory and studio topics.

SEE ATTACHED SYLLABUS

3. List any required field trips, out of class activities, and/or guest speakers.

SEE ATTACHED SYLLABUS

SIGNATURE PAGE

COURSE ACTION FOR HON 297-001

RECOMMENDED BY:

Michael L. Stanton 4-13-2015
HEAD, DEPARTMENT/PROGRAM DATE

ENDORSED BY:

Regina Dominguez 4-13-15
CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE DATE

Eric Picant 4-14-15
COLLEGE DEAN DATE

APPROVED BY:

CHAIR, UNIVERSITY COURSES & CURRICULA COMMITTEE DATE

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION DATE

DEAN, DIVISION OF ACADEMIC AND STUDENT AFFAIRS (DASA) DATE

APPROVED EFFECTIVE DATE _____

Course Syllabus

HON 297 – Poultry and People: Why did the chicken cross the world?

Section 001

Spring 2015

3 Credit Hours

Course Description

In addition to discussing the relevance of the chicken to the development of human society, this course focuses on developing research skills within the domain including the following:

1. Information literacy, including accessing and using online sources
 2. Defining, collecting, and evaluating data (evidence)
 3. Making arguments based on evidence
-

Learning Outcomes

After completion of this course, students will be able to:

1. Explain the historical aspects of poultry domestication using a poultry science based approach as well as a sociology based approach.
 2. Discuss religious, cultural, and social aspects of poultry in a global context conclusions using a poultry science based approach as well as a sociology based approach.
 3. Distinguish the features of modern poultry production since the 1950s conclusions using a poultry science based approach as well as a sociology based approach.
 4. Formulate a hypothesis, collect relevant information considering multiple points of view, and construct a research paper describing the students' conclusions using a poultry science based approach as well as a sociology based approach.
 5. Prepare a professional presentation using a poultry science based approach as well as a sociology based approach, deliver it orally, and critique the presentations of others
-

Course Structure

The course will consist of 3 credit hours of instruction, meeting 3 times per week, each meeting period will be 50 minutes.

The delivery of this course will be inquiry based and focus on utilizing research techniques to gather information, develop a hypothesis, collect empirical data, and interpret the results.

Each week, the one class meeting period will cover subject matter that corresponds to the weekly topic in a lecture-based format, followed by the introduction of a question or activity for the students to consider (Ideation) in the second weekly meeting period which is accompanied by discussion of the current topic.

The second meeting of the week will consist of a discussion of the student's independent research into the weekly topic. This aspect of the course will be lead by individual students and facilitated by the instructor with discussions focusing around research results, interpretation, and the relevance to everyday modern life. Emphasis will be placed on scientific, agricultural, and cultural examples but human health and economic implications will also be included in discussions.

The third class meeting each week will be reserved for group presentations of the outcomes from the current week's questions, research, and conclusions.

Additional feedback and discussion will be provided by on and off-campus experts who will be invited to attend specific class meetings.

Instructors

Chris M. Ashwell, PhD (cmashwel) - *Instructor*

Email: cmashwel@ncsu.edu

Phone: 919-513-7335

Office Location: 211Q Park Shops

Office Hours: Mondays 10-11:00 am

Course Meetings

Lecture/Seminar

Days: MWF

Time: 1:30pm - 2:20pm

Campus: Main

Location: TBD

This meeting is required.

Course Materials

None.

Requisites and Restrictions

None.

General Education Program (GEP) Information

GEP Category

Interdisciplinary Perspectives:

This course will connect and consider the following disciplines: Biology, Agricultural Sciences, Anthropology, Nutrition, Economics, and Communications.

The GEP Interdisciplinary Perspectives outcomes will be met by offering both theoretical and practical/technical approaches to the subject from multiple perspectives. Students will be expected to conduct individual research inquiries to recognize the distinctions in perspective that various disciplines and groups have in relation to the specific course topics.

Lectures, in-class discussions, case-study discussion, role-playing, and inquiry driven research will enable students to integrate the multiple points of view into a cohesive understanding. Also, critical thinking skills will be developed based on the framework of Paul and Elder.

GEP Category Outcomes

This course will provide instruction and guidance that help students to:

1. Distinguish between the distinct approaches of two or more disciplines; and
 2. Identify and apply authentic connections between two or more disciplines; and
 3. Explore and synthesize the approaches or views of the two or more disciplines.
-

Transportation

This course will not require students to provide their own transportation. Non-scheduled class time for field trips or out-of-class activities is NOT required for this class.

Safety & Risk Assumptions

None.

Grading

Grade Components

Component	Weight	Details
Bi-weekly reflections	25%	A reflection assignment will be given every other week covering the prior 2-weeks topics. Prompts will be provided for each reflection that relate the topics to modern society both in the US and other countries.
Mid-term exam	25%	Mid-Term exams will be essay. Each student will be asked to select one of three topics and write a 2 page position paper describing the influence of the topic on modern life. The essay must include supporting factual information.
Class Participation	25%	Evaluation of participation falls into the following categories: A-range: (What every student should strive for) <input type="checkbox"/> Regularly makes helpful, relevant contributions to discussion.

Component	Weight	Details
		<ul style="list-style-type: none"> <input type="checkbox"/> Occasionally offers observations that challenge other participants to think about the material in new ways. <input type="checkbox"/> Actively participates in small-group discussions. <p>B-range:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Occasionally makes helpful, relevant contributions to discussion. <input type="checkbox"/> Actively participates in small-group discussions. <p>C-range:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Attends regularly and actively pays attention to discussion. <input type="checkbox"/> Occasionally contributes to small-group discussions. <p>D or F range:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Does not attend regularly. <input type="checkbox"/> Does not pay attention to discussion. <input type="checkbox"/> Does not contribute to small-group discussions. <p>Modifiers:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Missing more than a couple of classes will lower your grade. <input type="checkbox"/> Being totally distracted or inattentive will lower your grade. <p>Making contributions to discussion means:</p> <ul style="list-style-type: none"> <input type="checkbox"/> asking questions about things in the text, or things said in class, that are unclear or confusing <input type="checkbox"/> offering answers to questions asked by others in class <input type="checkbox"/> making claims or observations about the issues being discussed <input type="checkbox"/> offering support, criticism, modification, or clarification for claims being discussed <p>Notice that the sheer number of your contributions does nothing to improve your grade. Contributions should be relevant and helpful. A genuine question always counts as relevant and helpful.</p> <p>Relevant contributions show you are engaging with the issue being discussed at the time, and that you are well-prepared for class.</p> <p>Helpful contributions advance or improve the discussion by</p> <ul style="list-style-type: none"> <input type="checkbox"/> bringing in new ideas <input type="checkbox"/> helping us understand the issues being discussed <input type="checkbox"/> redirecting our attention to the text <input type="checkbox"/> keeping us "on track" <input type="checkbox"/> changing the subject when needed
Term paper and Presentation	25%	<p>Students will present their work included in their term papers during the last class meeting time and during the exam period, in lieu of a formal final examination. These presentations will consist of a 15 minute talk and a 90 second (PSA-like). An example powerpoint template will be provided near the end of the semester.</p>

Letter Grades

This Course uses Standard NCSU Letter Grading:

97 ≤ **A+** ≤ 100
 93 ≤ **A** < 97
 90 ≤ **A-** < 93
 87 ≤ **B+** < 90
 83 ≤ **B** < 87
 80 ≤ **B-** < 83
 77 ≤ **C+** < 80
 73 ≤ **C** < 77
 70 ≤ **C-** < 73
 67 ≤ **D+** < 70
 63 ≤ **D** < 67
 60 ≤ **D-** < 63
 0 ≤ **F** < 60

Requirements for Credit-Only (S/U) Grading

In order to receive a grade of S, students are required to take all exams and quizzes, complete all assignments, and earn a grade of C- or better. Conversion from letter grading to credit only (S/U) grading is subject to university deadlines. Refer to the Registration and Records calendar for deadlines related to grading. For more details refer to <http://policies.ncsu.edu/regulation/reg-02-20-15>.

Requirements for Auditors (AU)

Information about and requirements for auditing a course can be found at <http://policies.ncsu.edu/regulation/reg-02-20-04>.

Policies on Incomplete Grades

If an extended deadline is not authorized by the instructor or department, an unfinished incomplete grade will automatically change to an F after either (a) the end of the next regular semester in which the student is enrolled (not including summer sessions), or (b) the end of 12 months if the student is not enrolled, whichever is shorter. Incompletes that change to F will count as an attempted course on transcripts. The burden of fulfilling an incomplete grade is the responsibility of the student. The university policy on incomplete grades is located at <http://policies.ncsu.edu/regulation/reg-02-50-3>.

Late Assignments

Assignments turned in late will be deducted 5% for each day beyond the due date. Assignments turned in more than 20 days late will receive a grade of zero.

Attendance Policy

For complete attendance and excused absence policies, please see <http://policies.ncsu.edu/regulation/reg-02-20-03>

Academic Integrity

Academic Integrity

Students are required to comply with the university policy on academic integrity found in the Code of Student Conduct found at <http://policies.ncsu.edu/policy/pol-11-35-01>

Academic Honesty

See <http://policies.ncsu.edu/policy/pol-11-35-01> for a detailed explanation of academic honesty.

Honor Pledge

Your signature on any test or assignment indicates "I have neither given nor received unauthorized aid on this test or assignment."

Electronically-Hosted Course Components

Students may be required to disclose personally identifiable information to other students in the course, via electronic tools like email or web-postings, where relevant to the course. Examples include online discussions of class topics, and posting of student coursework. All students are expected to respect the privacy of each other by not sharing or using such information outside the course.

Accommodations for Disabilities

Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, student must register with the Disability Services Office (<http://www.ncsu.edu/dso>), 919-515-7653. For more information on NC State's policy on working with students with disabilities, please see the Academic Accommodations for Students with Disabilities Regulation at <http://policies.ncsu.edu/regulation/reg-02-20-01>.

Non-Discrimination Policy

NC State University provides equality of opportunity in education and employment for all students and employees. Accordingly, NC State affirms its commitment to maintain a work environment for all employees and an academic environment for all students that is free from all forms of discrimination. Discrimination based on race, color, religion, creed, sex, national origin, age, disability, veteran status, or sexual orientation is a violation of state and federal law and/or NC State University policy and will not be tolerated. Harassment of any person (either in the form of quid pro quo or creation of a hostile environment) based on race, color, religion, creed, sex, national origin, age, disability, veteran status, or sexual orientation also is a violation of state and federal law and/or NC State University policy and will not be tolerated. Retaliation against any person who complains about discrimination is also prohibited. NC State's policies and regulations covering discrimination, harassment, and retaliation may be accessed at <http://policies.ncsu.edu/policy/pol-04-25-05> or http://www.ncsu.edu/equal_op/. Any person who feels that he or she has been the subject of prohibited discrimination, harassment, or retaliation should contact the Office for Equal Opportunity (OEO) at 919-515-3148.

Course Schedule

NOTE: The course schedule is subject to change.

Weekly class topics.

1. Ideation – What do you “know” about the chicken and other poultry?
2. Origins of the modern chicken – domestication ~8,000 BC
3. Role of the chicken in religion and culture (Chinese, Muslim, Jewish, Christian)
4. Role of the chicken in Medicine, mythology, and superstition
5. Anatomy and physiology – How does a chicken work?
6. Modern poultry production – Commercial meat and egg production
7. Animal Health – Antibiotic use – Vaccines - Avian influenza
8. Alternative animal husbandry – Slow growing, Organic, free-range
9. Nutritional value – The better white meat? Designer eggs?
10. Chicken cuisine – Global delicacies and common
11. Fast food – Birth of the chicken nugget
12. Global food demand – Feeding the planet in 2050.
13. Global food demand – Feeding the planet in 2050
14. Student presentations
15. Student presentations
16. EXAM period – Student presentations

GEP Visual and Performing Arts Special Topic Shell Offering (VPGE 295)

This form is to be used for submitting a Special Topics shell offering for the Visual and Performing Arts GEP category to the Council on Undergraduate Education (CUE)

Course action proposals for a GEP shell offering must provide documentation to show how the course is designed to enable a student to achieve the particular GEP category objectives.

The ***GEP Visual and Performing Arts objectives*** will provide instruction and guidance that help students to:

1. Deepen their understanding of aesthetic, cultural, and historical dimensions of artistic traditions.
2. Strengthen their ability to interpret and make critical judgments about the arts through the analysis of structure, form, and style of specific works.
3. Strengthen their ability to create, recreate, or evaluate art based upon techniques and standards appropriate to the genre.

VPGE 295

Department(s)/Program	Music	New GEP Special Topics Offering <input checked="" type="checkbox"/>
Special Topic Title: <small>(30 character limit)</small>	Introduction to the Music Industry	Review for 2nd Offering <input type="checkbox"/>
Term to be Offered	Fall 2015	
Instructor Name/Title	Christopher Reali	

SECTION 1: GEP CRITERIA

Instructions:

- At least one of the Instructor's student learning outcomes must be listed under each GEP category objective.
- Achievement of the outcomes must allow students to meet the GEP category objectives.
- Outcomes must illustrate what students will do in order to demonstrate they have achieved the outcome.
- At least one means of evaluation must be listed under each outcome and provide data to allow the instructor to judge how well students have achieved outcomes.
- Student learning outcomes that are relevant to the GEP category objectives must be applied to all course sections.
- For assistance with writing outcomes and list of active verbs using *Bloom's Taxonomy* [\[Click Here\]](#)

List the Instructor's student learning outcomes for the course that are relevant to GEP *Visual and Performing Arts Objective 1*:
Obj. 1) Deepen their understanding of aesthetic, cultural, and historical dimensions of artistic traditions.

Discuss the history of the recorded music industry and articulate the difference between the record business and the music industry.

Measure(s) for above Outcome:

Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.

In separate projects, students will 1) research individuals who significantly contribute to the music industry, but who are not widely known to the general public. For this project, students will write a brief paper outlining the individuals contributions to the industry, as well as write five interview questions;

2) Students will be assigned a music publisher, and they will write a short paper that critiques the company website from a consumer perspective, addresses the types of music the company publishes, as well as outline the company's history.

List the Instructor's student learning outcomes for the course that are relevant to GEP *Visual and Performing Arts Objective 2*:
Obj. 2) Strengthen their ability to interpret and make critical judgments about the arts through the analysis of structure, form, and style of specific works.

Students will recognize and explain common formal techniques used in the creation of pop songs.

Measure(s) for above Outcome:

Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.

Students will select a song currently in the *Billboard* Hot 100, and then provide a song form outline based on the track timing (the ability to read music is not required).

List the Instructor's student learning outcomes for the course that are relevant to GEP *Visual and Performing Arts Objective 3: Obj. 3) Strengthen their ability to create, recreate, or evaluate art based upon techniques and standards appropriate to the genre.*

Identify and compare common press/promotion, advertising, publicity, digital distribution, touring, licensing and radio campaigns used in the industry.

Measure(s) for above Outcome:

Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.

Students will select a musician, artist, or band of their choice and conduct a marketing analysis of the ways in which the musician, artist, or band interacts with the market place. Using SWOT analysis (Strength, Weakness, Opportunities, Threats), the students will analyze and compare the many ways artists disseminate their brand and present their findings to the class in a Power Point presentation.

SECTION 2: REQUISITES AND SCHEDULING

General guidelines:

- GEP Courses should have at least 25% of seats non-restricted (i.e. available to all students).
- GEP Courses should have no more than ONE pre-requisite.
- GEP Special Topics are approved as a one-term offering.
- The course syllabus for all sections must include the GEP *Visual and Performing Arts* category designation and GEP student learning outcomes.

Special Topics Term Scheduling:

- List below the course scheduling detail:
 - Meeting time and day(s):
MW, 1:30PM-2:45PM
 - Seat count:
30
 - Room assigned or room preference including needed classroom technology/seat type:
Room already requested
- If this course is to be piggy-backed with a department special topic, list the piggy-backed course prefix/number below.
(EX: BIO 295 with NSGK 295)
Cross listed with MUS 295 Sec. 001

What percentage of the seats offered will be open to all students? 100%

- a. If seats are restricted, describe the restriction being applied.
n/a
- b. Is this restriction listed in the course catalog description for the course?
n/a

List all course pre-requisites, co-requisites, and restrictive statements (ex: Jr standing; Chemistry majors only). If none, state none.

None.

List any discipline specific background or skills that a student is expected to have prior to taking this course. If none, state none.
 (ex: ability to analyze historical text; prepare a lesson plan)

None.

SECTION 3: ADDITIONAL INFORMATION

Complete the following 3 questions or attach a syllabus that includes this information.

1. Title and author of any required text or publications.
 Please see syllabus.

2. Major topics to be covered and required readings including laboratory and studio topics.
 Please see syllabus.

3. List any required field trips, out of class activities, and/or guest speakers.
 Please see syllabus.

SIGNATURE PAGE

COURSE ACTION FOR MUS 295:001 / VPGE 295

RECOMMENDED BY:

Thomas D. Koch

4/6/15

HEAD, DEPARTMENT/PROGRAM

DATE

ENDORSED BY:

Regina D. Morrison

4-13-15

CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE

DATE

J. M. P. Cant

4-14-15

COLLEGE DEAN

DATE

APPROVED BY:

CHAIR, UNIVERSITY COURSES & CURRICULA COMMITTEE

DATE

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION

DATE

DEAN, DIVISION OF ACADEMIC AND STUDENT AFFAIRS (DASA)

DATE

APPROVED EFFECTIVE DATE _____

Introduction to Music Industry
MUS 295.001
Spring 2015
Price Music Center - Room 110
Tuesday and Thursday 1:30-2:45

Instructor: Dr. Christopher Reali

Phone Number: n/a

E-mail: cmreali@ncsu.edu

Office: Broughton 2408

Office Hours: Tuesday, 3-4 (probably in Price 110, or the adjacent lobby)

Course Description

This course provides an introduction to the commercial music industry, including its history and development in the context of multiple popular and traditional genres in the United States. Introduction to the Music Industry will increase a student's understanding of common business practices and related knowledge concerning the music industry. It will also assist those students considering further study of the music industry to effectively maintain a professional music career. Students may have to provide their own transportation to an off-campus event. This course received GEP credit in Visual & Performing Arts.

Student Learning Outcomes for this Course

By the end of the semester, students will be able to:

1. Discuss the history of the recorded music industry and articulate the difference between the record business and the industry
2. Articulate how the music industry responded to radical technological and economic change
3. Discuss how the industry supports new artist models
4. Identify and compare common press/promotion, advertising, publicity, digital retail distribution, touring, licensing and radio campaigns used in the industry
5. Compare and contrast the benefits and challenges of online music distribution and older retail models

Course Requirements

- **Required Textbook:** Baskerville, David. *Music Business Handbook and Career Guide*, 10th Edition, SAGE, 2013. ISBN: 978-1-4522-4220-0. Available for purchase at the NCSU Bookstore for \$85.00 (new), or rental from Amazon for \$24.00.
 - Online Textbook Resources available at:
<http://www.sagepub.com/baskerville10e/>
- **Homework:** Please see page 8 for assignment instructions. Please see the **Course Schedule** (page 7) for due dates. All assignments must be typed. All assignments are

due in **hardcopy (printed)**, unless indicated otherwise, at the start of class on their respective due date. **Late assignments will not be accepted.**

- **Please Note:** Written communication is one of the most important skills for a career in the music industry. Your ability to write coherent proposals and summaries will be one of your most valuable assets in a career that may span multiple organizations and fields.
- **Attendance:** Per University regulations, excused absences must fall into one of two categories: sanctioned anticipated situations and documented emergency situations. Anticipated situations (e.g., participation in official University functions, court attendance, religious observances, or military duty) *must be submitted in writing at the beginning of the semester or one week prior to the anticipated absence.* Emergency absences (e.g., student illness, injury or death of immediate family member, *must be documented by the Student Organization Resource Center 515-3323*) within one week following the emergency. Please consult the following website for further information on University attendance regulations: <http://policies.ncsu.edu/regulation/reg-02-20-03>
 - Attendance will be taken each class session and is worth **10% of the final grade**. If a student is more than 15 minutes late for a class, he/she will be counted as absent for that day. More than **two** unexcused absences over the course of the semester **will reduce the final grade by 10%**. If a student needs to miss class for any reason, the instructor must be notified by email ASAP and an evaluation will be made at that time based upon the University Attendance Regulation.
 - If a student is unable to be present for any tests or unable to complete an assignment due to a documented serious event, reasonable accommodations will be made to make up either the test or assignment as outlined in University Attendance Regulation REG 02.20.3: <http://policies.ncsu.edu/regulation/reg-02-20-3>
- **Class Participation:** Students are expected to be attentive during lectures, ask questions, contribute comments to class discussions and should come to each class having read the required assignment and prepared to discuss and comment upon the issues raised by the readings. (The reading schedule appears in the **Course Schedule** below). Students must come to each class having read the assigned readings and demonstrate their engagement by participating actively and thoughtfully in the in-class discussions.
 - Student preparation for (and participation in) class will be evaluated using the following criteria and is worth 10% of the final grade:
 - A** - Student is well prepared and participates actively; student is attentive, responds when called upon and volunteers often with pertinent questions and comments.
 - B** - Student is usually prepared and always responds when called upon;

student volunteers on occasion.

C - Student shows evidence of being unprepared; student has some trouble when called in and does not volunteer often.

D - Student is unprepared and/or inattentive; student never volunteers; student comes late to class or leaves early.

F - Student exhibits a lack of concern for the class; student sleeps in class; student behavior may have a negative effect on the class.

- **Tests:** There are 2 tests (each worth 20% of the final grade) and a final (comprehensive) exam, worth 20% of the final grade.

Final Grade Determination

3 Tests (Test 1-20%; Test 2-20%; Test 3-20%)	60%
Class Participation (10%) & Attendance (10%)	20%
4 Homework Assignments (5% each)	20 %
Total	100%

This Course uses Standard NCSU Letter Grading:

A+ 100-97	B+ 89.9-87	C+ 79.9-77	D+ 69.9-67
A 96.9-93	B 86.9-83	C 76.9-73	D 66.9-63
A- 92.9-90	B- 82.9-80	C- 72.9-70	D- 62.9-60

A Few Course Policies:

Technology:

- Dr. Reali allows the use of laptops for taking notes. However, please act like adults and don't check facebook, send emails, etc. We're all adults so let common sense and respect both for me and your own education guide your use of technology. If it becomes necessary, I will revisit this open technology policy.

Email:

- When you correspond with your professor, keep in mind that you are not sending an IM to your BFF.
- Include your name and the phrase "MUS 295" in the subject of every email you send.
- When corresponding with your professor, address them with the appropriate salutation: Dear Dr. Reali, or Hi Prof. Reali
 - Dr. Reali will not respond to any email that does not include an appropriate salutation.
- Include your name at the conclusion of every email.

- Dr. Reali will typically answer your email within 24 hours.
 - Do not expect Dr. Reali to answer any email sent to him after 7 pm until the following morning.
- Emails sent over the weekend (Friday 5pm through Sunday) might not be answered until Monday.

Requirements for Credit-Only (S/U) Grading

- In order to receive a grade of S, students are required to take all exams and quizzes, complete all assignments, and earn a grade of C- or better. Conversion from letter grading to credit only (S/U) grading is subject to university deadlines. Refer to the Registration and Records calendar for deadlines related to grading. For more details refer to <http://policies.ncsu.edu/regulation/reg-02-20-15>

Requirements for Auditors (AU)

- Auditors must consult with the instructor. Information about and requirements for auditing a course can be found at <http://policies.ncsu.edu/regulation/reg-02-20-04>

Policies on Incomplete Grades

- If an extended deadline is not authorized by the instructor or department, an unfinished incomplete grade will automatically change to an F after either (a) the end of the next regular semester in which the student is enrolled (not including summer sessions), or (b) the end of 12 months if the student is not enrolled, whichever is shorter. Incompletes that change to F will count as an attempted course on transcripts. The burden of fulfilling an incomplete grade is the responsibility of the student. The university policy on incomplete grades is located at <http://policies.ncsu.edu/regulation/reg-02-50-03>

Additional Statements

- Students in this course will not incur additional expenses beyond the cost of the required textbooks.
- This course has no lab or required travel component outside of the classroom.

Academic Integrity

- The instructor of this course fully expects students to complete all tests and assignments honestly. Students who violate University rules on academic integrity are subject to disciplinary penalties, including the possibility of failure in the course and /or dismissal from The University. Since such dishonesty harms the individual, all students, and the integrity of The University, policies on academic integrity will be strictly enforced.
- All students should be aware of the University's policy on academic integrity found in the Code of Student Conduct Policy (POL11.35.1): <http://policies.ncsu.edu/policy/pol-11-35-1>

- The Honor Pledge, “I have neither given nor received unauthorized aid on this test or assignment” will be signed on each test or assignment verifying that student have neither given nor received unauthorized aid.

Accommodations for Disabilities

- Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, student must register with the Disability Services Office (<http://www.ncsu.edu/dso>) located at 1900 Student Health Center, Campus Box 7509, 919-515-7653. For more information on NC State's policy on working with students with disabilities, please see the Academic Accommodations for Students with Disabilities Regulation at <http://policies.ncsu.edu/regulation/reg-02-20-01>

Anti-Discrimination Statement

- NC State University provides equality of opportunity in education and employment for all students and employees. Accordingly, NC State affirms its commitment to maintain a work environment for all employees and an academic environment for all students that is free from all forms of discrimination. Discrimination based on race, color, religion, creed, sex, national origin, age, disability, veteran status, or sexual orientation is a violation of state and federal law and/or NC State University policy and will not be tolerated. Harassment of any person (either in the form of quid pro quo or creation of a hostile environment) based on race, color, religion, creed, sex, national origin, age, disability, veteran status, or sexual orientation also is a violation of state and federal law and/or NC State University policy and will not be tolerated. Retaliation against any person who complains about discrimination is also prohibited. NC State's policies and regulations covering discrimination, harassment, and retaliation may be accessed at <http://policies.ncsu.edu/policy/pol-04-25-05> or http://www.ncsu.edu/equal_op/. Any person who feels that he or she has been the subject of prohibited discrimination, harassment, or retaliation should contact the Office for Equal Opportunity (OEO) at 919-515-3148.

Class Evaluation Information

- The evaluation process is very important to me. When the time comes, please fill out the class evaluation information to help me become a better teacher for future students. Online class evaluations will be available for students to complete during the last 2 weeks of the semester and become unavailable before finals begin. Students will receive an email message directing them to a website where they can login using their Unity ID and complete evaluations. All evaluations are confidential; instructors will not know how any one student responded to any question, and students will not know the ratings for any instructors.

Student Resources

- Writing and Speaking Tutorial Services: <http://tutorial.ncsu.edu/wsts-undergrad>
- Academic Policies: <http://policies.ncsu.edu/>
- University Career Center: <http://bit.ly/Ublsgg>

- **Adverse Weather:** Read the class cancellations policy here: <http://bit.ly/UblzZf>
Check email, news, the NCSU home page, or call 919-513-8888 for the latest information.

*******COURSE SCHEDULE ON NEXT PAGE*******

Course Schedule

This schedule is subject to change at the instructor's discretion. Students will be notified in advance of any changes. – Page numbers refer to the Baskerville text, unless otherwise indicated.

Week	Date	Work	Topic	Read
1	January 8		TH: Intro to class, overview, syllabus review	
2	January 13 & 15		T: Recording Industry History; Setting the Stage I TH: Setting the Stage II	T: 1-11 TH: 23-31
3	January 20 & 22		T: Songwriting I TH: Songwriting II	T: 33-45 TH: 45-55
4	January 27 & 29	H1	T: Record Production TH: Concert Production	T: 211-229 TH: 271-286
5	February 3 & 5	Test	T: Concert Venues TH: Test #1	T: 289-295 TH:
6	February 10 & 12		T: Agents, Managers & Attorneys TH: Artist Management	T: 141-156 TH: 159-179
7	February 17 & 19		T: Record Labels TH: Recording Contracts	T: 231-241 TH: 191-207; Albini
8	February 24 & 26	H2	T: Music Publishing I TH: Music Publishing II	T: 57-69 TH: 69-85
9	March 3 & 5		T: Copyright I TH: Copyright II	T: 87-102 TH: 102-115
10	March 10 & 12		Happy Spring Break!	
11	March 17 & 19		T: The Digital Age TH: Music Licensing	T: 13-21 TH: 117-139
12	March 24 & 26	H3	T: Record Distribution TH: The Marketplace	T: 243-257 TH: 259-266
13	March 31	Test	T: Test #2 TH: No Class – Easter Break	T: TH:
14	April 7 & 9		T: DIY TH: Arts Administration	T: 405-415; Myth of DIY TH: 297-310
15	April 14 & 16		T: Unions & Guilds TH: Music Products	T: 181-189 TH: 387-397
16	April 21 & 23	H4	T: Career Planning & Development I TH: Career Planning & Development II	T: 435-458 TH: 458-485
	Finals Week		Test #3	

Homework Assignments

Assignment #1 – Due Thursday, January 29

- You have selected a name from the list provided by Dr. Reali. Do an Internet search on the name using as many sources as necessary to compile a biographical sketch. Provide an outline that includes 1) what this person does, 2) who they work for (if applicable), 3) who they have worked with, 3) songs or works associated with this person, 4) records associated with this person, 5) awards nominated for or won, and 6) any other relevant information. In one or two paragraphs (about 250 words), briefly summarize why this person might be important to the “music industry.” Be prepared to discuss your sketch and summary during class.

Assignment #2 – Due Thursday, February 26

- You have selected the name of a music publisher from the list provided by Dr. Reali. Do an Internet search on the name and find the company website.
 1. Thoroughly explore the company website:
 - a. Read about the company’s history (if provided).
 - b. What type(s) of music does the company publish?
 - i. Does the company have any imprints? (What’s an imprint?)
 - c. Does the company represent any composers?
 - i. If so, provide a list of the composers (a partial list is OK if the company represents many people).
 - d. What about the website impressed you?
 2. Explore the website: <http://www.mpa.org/>
 - a. Click on all of the “Resources” links
 - b. Read the “About the MPA”
 - c. Be prepared to discuss the MPA in class
 3. Prepare a 500 word summary of your findings (including a brief history of the publishing company), and be prepared to discuss the company you researched and the MPA in class. You don’t need to include any information about the MPA in your written report.

Assignment #3 – Due Thursday, March 26

1. Select a relatively well-known music act and conduct an informal study of the ways in which they interact with the marketplace. In essence, you’re conducting an analysis of the artists’ marketing plan.
 - a. Consider This: If the act has a current record (released within the past 12 months), how are they connecting to their fans? How does the act utilize traditional and social media? If the act is playing within the Triangle, you’re going to have to look through a few newspapers for ads promoting the concert. Is the act getting attention from the national press?
2. Summarize your findings by highlighting aspects of the marketing that you found either clever, creative, or both. You may also include aspects that you didn’t find particularly useful.
3. For this project, it may help if you consider this assignment from the perspective of someone working for a marketing company who is trying to attract clients.

Although you are turning in a hard copy of your “report,” be prepared to discuss your findings during class.

Assignment #4 – Due Thursday, April 23

- Find a help wanted ad for a music industry position and write a cover letter for that position. You will also submit a résumé highlighting your qualifications for the position. See page 483 in your text for guidelines. On a separate sheet of paper, include either the wording for the advertised position or a printout of the ad.

GEP Visual and Performing Arts Special Topic Shell Offering (VPGE 295)

This form is to be used for submitting a Special Topics shell offering for the Visual and Performing Arts GEP category to the Council on Undergraduate Education (CUE)

Course action proposals for a GEP shell offering must provide documentation to show how the course is designed to enable a student to achieve the particular GEP category objectives.

The ***GEP Visual and Performing Arts objectives*** will provide instruction and guidance that help students to:

1. Deepen their understanding of aesthetic, cultural, and historical dimensions of artistic traditions.
2. Strengthen their ability to interpret and make critical judgments about the arts through the analysis of structure, form, and style of specific works.
3. Strengthen their ability to create, recreate, or evaluate art based upon techniques and standards appropriate to the genre.

VPGE 295

Department(s)/Program	Music	New GEP Special Topics Offering <input checked="" type="checkbox"/>
Special Topic Title: <small>(30 character limit)</small>	The Art and Culture of Hip-Hop	Review for 2nd Offering <input type="checkbox"/>
Term to be Offered	Fall 2015	
Instructor Name/Title	William Boone	

SECTION 1: GEP CRITERIA

Instructions:

- At least one of the Instructor's student learning outcomes must be listed under each GEP category objective.
- Achievement of the outcomes must allow students to meet the GEP category objectives.
- Outcomes must illustrate what students will do in order to demonstrate they have achieved the outcome.
- At least one means of evaluation must be listed under each outcome and provide data to allow the instructor to judge how well students have achieved outcomes.
- Student learning outcomes that are relevant to the GEP category objectives must be applied to all course sections.
- For assistance with writing outcomes and list of active verbs using *Bloom's Taxonomy* [\[Click Here\]](#)

List the Instructor's student learning outcomes for the course that are relevant to GEP *Visual and Performing Arts Objective 1*:
Obj. 1) Deepen their understanding of aesthetic, cultural, and historical dimensions of artistic traditions.

Students will be able to distinguish, by ear, the major styles and sub-genres of hip-hop music, and situate them culturally, chronologically, and geographically.

Measure(s) for above Outcome:

Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.

There will be several "blind" listening quizzes throughout the semester. Students will hear musical examples that we have NOT discussed in class and be asked to classify them by style, chronology, and/or geography.

List the Instructor's student learning outcomes for the course that are relevant to GEP *Visual and Performing Arts Objective 2*:
Obj. 2) Strengthen their ability to interpret and make critical judgments about the arts through the analysis of structure, form, and style of specific works.

Students will be able to analyze how meaning is conveyed through hip-hop's lyrics, sounds, and structures.

Measure(s) for above Outcome:

Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.

Students will analyze the music, structure, and lyrics of a hip-hop song, and use this analysis as the basis for an interpretive paper that considers the relationship between song-level sonic phenomena and broader social and cultural ideas.

List the Instructor's student learning outcomes for the course that are relevant to GEP *Visual and Performing Arts Objective 3: Obj. 3) Strengthen their ability to create, recreate, or evaluate art based upon techniques and standards appropriate to the genre.*

Students will be able to create original hip-hop beats using a digital audio workstation and pre-existing musical material (i.e. "samples").

Measure(s) for above Outcome:

Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.

Students will compose an original hip-hop beat as the foundation of an electronic music composition that incorporates pre-existing musical material.

SECTION 2: REQUISITES AND SCHEDULING

General guidelines:

- GEP Courses should have at least 25% of seats non-restricted (i.e. available to all students).
- GEP Courses should have no more than ONE pre-requisite.
- GEP Special Topics are approved as a one-term offering.
- The course syllabus for all sections must include the GEP *Visual and Performing Arts* category designation and GEP student learning outcomes.

Special Topics Term Scheduling:

- List below the course scheduling detail:
 - Meeting time and day(s):
MWF 10:15AM-11:05AM
 - Seat count:
19
 - Room assigned or room preference including needed classroom technology/seat type:
Room Already Requested
- If this course is to be piggy-backed with a department special topic, list the piggy-backed course prefix/number below.
(EX: BIO 295 with NSGK 295)

MUS 295 Sec. 003Q

What percentage of the seats offered will be open to all students? 100%

- a. If seats are restricted, describe the restriction being applied.
Restricted to Freshman only (FYI section)
- b. Is this restriction listed in the course catalog description for the course?
Yes.

List all course pre-requisites, co-requisites, and restrictive statements (ex: Jr standing; Chemistry majors only). If none, state none.

Freshman only.

List any discipline specific background or skills that a student is expected to have prior to taking this course. If none, state none.
(ex: ability to analyze historical text; prepare a lesson plan)

None.

SECTION 3: ADDITIONAL INFORMATION

Complete the following 3 questions or attach a syllabus that includes this information.

1. Title and author of any required text or publications.

Please see syllabus.

2. Major topics to be covered and required readings including laboratory and studio topics.

Please see syllabus.

3. List any required field trips, out of class activities, and/or guest speakers.

Please see syllabus.

SIGNATURE PAGE

COURSE ACTION FOR MUS 295:003Q /NPGT 295

RECOMMENDED BY:

Thomas D. Koch

4/6/15

HEAD, DEPARTMENT/PROGRAM

DATE

ENDORSED BY:

Paul J. Dominie

4-13-15

CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE

DATE

Mr. Picant

4-14-15

COLLEGE DEAN

DATE

APPROVED BY:

CHAIR, UNIVERSITY COURSES & CURRICULA COMMITTEE

DATE

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION

DATE

DEAN, DIVISION OF ACADEMIC AND STUDENT AFFAIRS (DASA)

DATE

APPROVED EFFECTIVE DATE _____

MUS 295 Course Syllabus

MUS 295 – The Art and Culture of Hip-Hop

Section 003Q

FALL 2015

3 Credit Hours

Course Description

This course examines hip-hop music and its relationship to hip-hop culture. The class traces hip-hop's evolution from a Bronx-based youth phenomenon in the 1970s, to a globally dominant genre of popular music in the 21st century. Students will engage critically with social, cultural, and economic issues relevant to hip-hop, while also engaging creatively with the processes of hip-hop music-making. This course receives GEP credit in Visual & Performing Arts. Students may have to provide their own transportation to an off-campus event.

Learning Outcomes

By the end of the semester, students will be able to:

1. Distinguish, by ear, the major styles and sub-genres of hip-hop music, and situate them culturally, chronologically, and geographically.
2. Analyze how meaning is conveyed through hip-hop's lyrics, sounds, and structures.
3. Create original hip-hop beats using a digital audio workstation and pre-existing musical material (i.e. "samples").
4. Trace the development of hip-hop from a New York City-based youth phenomenon in the 1970s to a globally dominant form of popular music in the 21st century, and be able to identify, by ear, hip-hop's major styles.
5. Interpret hip-hop recordings and performances in light of relevant musical, historical, cultural, and political issues.
6. Critically assess academic, journalistic, and industry-based narratives about hip-hop.

Course Structure

Listening and discussion will be the key components of this class. There will be some lecture and group activities as well. At least one class will meet at the library where we will be introduced to NC State's digital music production resources.

Course Policies

Everyone participates. Everyone participates openly and respectfully.

No electronic devices. Using laptops to take notes is only permitted on the front row.

Instructors

Will Boone (wtboone3) - *Instructor*

Email: wtboone3@ncsu.edu

Phone: 512-905-4741

Office Location: Broughton 2408

Office Hours: TBA

Course Meetings

Lecture

Days: MWF

Time: 10:15am - 11:05am

Campus: Main

Location: 1402 Broughton

This meeting is required.

Course Materials

Textbooks

None.

Expenses

Hip-Hop event (concert, cipher, recording session, etc.) - free to \$50 or more, depending on the event you choose to attend

This expense is required.

Materials

None.

Requisites and Restrictions

Prerequisites

None.

Co-requisites

None.

Restrictions

None.

General Education Program (GEP) Information

GEP Category

Visual and Performing Arts

GEP Category Outcomes

By the end of the semester, students will be able to:

- 1) Distinguish, by ear, the major styles and sub-genres of hip-hop music, and situate them culturally, chronologically, and geographically.
- 2) Analyze how meaning is conveyed through hip-hop's lyrics, sounds, and structures.
- 3) Create an original hip-hop beat using a digital audio workstation and pre-existing musical material (i.e. "samples").

How This Course Will Fulfill GEP Category Outcomes

1) There will be several "blind" listening quizzes throughout the semester. Students will hear musical examples that we have NOT discussed in class and be asked to classify them by style, chronology, and/or geography.

2) Students will analyze the music, structure, and lyrics of a hip-hop song, and use this analysis as the basis for an interpretive paper that considers the relationship between song-level sonic phenomena and broader social and cultural ideas.

3) Students will create an original hip-hop beat--an electronic musical composition that incorporates pre-existing musical material.

GEP Co-requisites

This course does not fulfill a General Education Program co-requisite.

Transportation

Students will be required to provide their own transportation for this class. Non-scheduled class time for field trips or out-of-class activities is NOT required for this class.

Safety & Risk Assumptions

None.

Grading

Grade Components

Component	Weight	Details
Participation	15%	A = Always prepared, participates actively and substantively in <i>all</i> class discussions and activities B = Well-prepared, participates willingly in class discussions and activities, but the quality and quantity of these contributions could be increased C = Sometimes not prepared, participation in class discussions and activities clearly shows room for improvement in terms of both quantity and quality D = Often not prepared, participation in class discussions and activities is half-hearted or non-existent F = Is not prepared and does not participate
Listening Quizzes	10%	
Hip-Hop Song Analysis Project	15%	
Beat Making Project	15%	
Hip-Hop Event Report	10%	
Midterm	15%	

Component	Weight	Details
Final Exam	20%	

Letter Grades

This Course uses Standard NCSU Letter Grading:

97	≤	A+	≤	100
93	≤	A	<	97
90	≤	A-	<	93
87	≤	B+	<	90
83	≤	B	<	87
80	≤	B-	<	83
77	≤	C+	<	80
73	≤	C	<	77
70	≤	C-	<	73
67	≤	D+	<	70
63	≤	D	<	67
60	≤	D-	<	63
0	≤	F	<	60

Requirements for Credit-Only (S/U) Grading

In order to receive a grade of S, students are required to take all exams and quizzes, complete all assignments, and earn a grade of C- or better. Conversion from letter grading to credit only (S/U) grading is subject to university deadlines. Refer to the Registration and Records calendar for deadlines related to grading. For more details refer to <http://policies.ncsu.edu/regulation/reg-02-20-15>.

Requirements for Auditors (AU)

Information about and requirements for auditing a course can be found at <http://policies.ncsu.edu/regulation/reg-02-20-04>.

Policies on Incomplete Grades

If an extended deadline is not authorized by the instructor or department, an unfinished incomplete grade will automatically change to an F after either (a) the end of the next regular semester in which the student is enrolled (not including summer sessions), or (b) the end of 12 months if the student is not enrolled, whichever is shorter. Incompletes that change to F will count as an attempted course on transcripts. The burden of fulfilling an incomplete grade is the responsibility of the student. The university policy on incomplete grades is located at <http://policies.ncsu.edu/regulation/reg-02-50-3>.

Late Assignments

Late assignments lose 10 points per-day that they are late. If there are serious extenuating circumstances, you can consult with me about a revision of this policy. If you miss a class, you are still responsible for any assignments due that day and any assignments for the next class.

Attendance Policy

For complete attendance and excused absence policies, please see <http://policies.ncsu.edu/regulation/reg-02-20-03>

Attendance Policy

Attendance is mandatory. Starting with your 4th unexcused absence, I will deduct 2 points from your final grade each time you are absent.

Absences Policy

Per University regulations, excused absences must fall into one of two categories: sanctioned anticipated situations and documented emergency situations. Anticipated situations (e.g., participation in official University functions, court attendance, religious observances, or military duty) *must be submitted in writing at the beginning of the semester or one week prior to the anticipated absence*. Emergency absences (e.g., student illness, injury or death of immediate family member, *must be documented by the Student Organization Resource Center 515-3323*) within one week following the emergency. Please consult the following website for further information on University attendance regulations: <http://policies.ncsu.edu/regulation/reg-02-20-03>. You are expected to attend and participate in all class meetings. The **fourth** unexcused absence will lower your final grade by 2 points, as will each subsequent unexcused absence.

Makeup Work Policy

Unless there are extreme extenuating circumstances, you will not be able to make-up work that you missed due to an unexcused absence. If you miss work due to an excused absence, you are expected to make it up as soon as possible. You should email all assignments to me the day they are due even if you are not in class. If this is an undue burden due to sickness, contact me as soon as possible. Tests will be made up as soon as possible at a time that works for me and you.

Additional Excuses Policy

None.

Academic Integrity

Academic Integrity

Students are required to comply with the university policy on academic integrity found in the Code of Student Conduct found at <http://policies.ncsu.edu/policy/pol-11-35-01>

Academic Honesty

See <http://policies.ncsu.edu/policy/pol-11-35-01> for a detailed explanation of academic honesty.

Honor Pledge

Your signature on any test or assignment indicates "I have neither given nor received unauthorized aid on this test or assignment."

Electronically-Hosted Course Components

Students may be required to disclose personally identifiable information to other students in the course, via electronic tools like email or web-postings, where relevant to the course. Examples include online discussions of class topics, and posting of student coursework. All students are expected to respect the privacy of each other by not sharing or using such information outside the course.

Electronically-hosted Components: Moodle

Accommodations for Disabilities

Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, student must register with the Disability Services Office (<http://www.ncsu.edu/dso>), 919-515-7653. For more information on NC State's policy on working with students with disabilities, please see the Academic Accommodations for Students with Disabilities Regulation at <http://policies.ncsu.edu/regulation/reg-02-20-01>.

Non-Discrimination Policy

NC State University provides equality of opportunity in education and employment for all students and employees. Accordingly, NC State affirms its commitment to maintain a work environment for all employees and an academic environment for all students that is free from all forms of discrimination. Discrimination based on race, color, religion, creed, sex, national origin, age, disability, veteran status, or sexual orientation is a violation of state and federal law and/or NC State University policy and will not be tolerated. Harassment of any person (either in the form of quid pro quo or creation of a hostile environment) based on race, color, religion, creed, sex, national origin, age, disability, veteran status, or sexual orientation also is a violation of state and federal law and/or NC State University policy and will not be tolerated. Retaliation against any person who complains about discrimination is also prohibited. NC State's policies and regulations covering discrimination, harassment, and retaliation may be accessed at <http://policies.ncsu.edu/policy/pol-04-25-05> or http://www.ncsu.edu/equal_op/. Any person who feels that he or she has been the subject of prohibited discrimination, harassment, or retaliation should contact the Office for Equal Opportunity (OEO) at 919-515-3148.

Course Schedule

NOTE: The course schedule is subject to change.

Lecture MWF 10:15am - 11:05am — Week 1: What is Hip-Hop? — 08/19/2015 - 08/21/2015

What is hip-hop?

Race, place, and realness: Dominant narratives and key issues

Lecture MWF 10:15am - 11:05am — Week 2: Hip-Hop Culture / Hip-Hop Music — 08/24/2015 - 08/28/2015

Emergence in the Bronx

The four elements: B-Boying, Graffiti, DJing, MCing

Hip-Hop as a culture

Hip-Hop as an event

Lecture MWF 10:15am - 11:05am — Week 3: Pioneers — 08/31/2015 - 09/04/2015

The figure of the DJ

Kool Herc, Grandmaster Flash, Afrika Bambaataa

Lecture MWF 10:15am - 11:05am — Week 4: 1980s — 09/09/2015 - 09/11/2015

Rap in the 1980s

**Lecture MWF 10:15am - 11:05am — Week 5: 1990s —
09/14/2015 - 09/18/2015**

Rap in the 1990s

**Lecture MWF 10:15am - 11:05am — Week 6: 2000s —
09/21/2015 - 09/25/2015**

Rap in the 2000s

**Lecture MWF 10:15am - 11:05am — Week 7: BEATS -
Producers — 09/28/2015 - 10/02/2015**

The creative process of the hip-hop producer

Hip-hop producers and aesthetics

Hip-hop producers and ethics

**Lecture MWF 10:15am - 11:05am — Week 8: Review and
Midterm — 10/05/2015 - 10/07/2015**

Review

Midterm

**Lecture MWF 10:15am - 11:05am — Week 9: BEATS - DJs —
10/12/2015 - 10/16/2015**

The art of turntablism

The DJ battle

Turntablism and gender

**Lecture MWF 10:15am - 11:05am — Week 10: RHYMES - MCs
— 10/19/2015 - 10/23/2015**

The evolution of flow

Ciphers, battles, and recording artists

What makes a great MC?

**Lecture MWF 10:15am - 11:05am — Week 11: RHYMES cont.
— 10/26/2015 - 10/30/2015**

Assessing the "decline of hip-hop" narrative through lyric analysis

Peer feedback/discussion of lyric analyses

**Lecture MWF 10:15am - 11:05am — Week 12: Hip-Hop and
Education — 11/02/2015 - 11/06/2015**

Hip-Hop and the ivory tower

Hip-Hop diplomacy

9th Wonder: Hip-Hop ambassador

**Lecture MWF 10:15am - 11:05am — Week 13: The Business of
Hip-Hop — 11/09/2015 - 11/13/2015**

Hip-Hop business
The "selling-out" narrative
Making it in Hip-Hop

Lecture MWF 10:15am - 11:05am — Week 14: The Politics of Hip-Hop — 11/16/2015 - 11/20/2015

Hip-Hop and identity
How is Hip-Hop political?
Hip-Hop's responsibilities?

Lecture MWF 10:15am - 11:05am — Week 15: Guest — 11/23/2015 - 11/23/2015

Special Guest: TBA
Thanksgiving Break

Lecture MWF 10:15am - 11:05am — Week 16: Hip-Hop Today — 11/30/2015 - 12/04/2015

What is hip-hop today?
Race, place, and realness re-visited

GEP Visual and Performing Arts Special Topic Shell Offering (VPGE 295)

This form is to be used for submitting a Special Topics shell offering for the Visual and Performing Arts GEP category to the Council on Undergraduate Education (CUE)

Course action proposals for a GEP shell offering must provide documentation to show how the course is designed to enable a student to achieve the particular GEP category objectives.

The ***GEP Visual and Performing Arts objectives*** will provide instruction and guidance that help students to:

1. Deepen their understanding of aesthetic, cultural, and historical dimensions of artistic traditions.
2. Strengthen their ability to interpret and make critical judgments about the arts through the analysis of structure, form, and style of specific works.
3. Strengthen their ability to create, recreate, or evaluate art based upon techniques and standards appropriate to the genre.

VPGE 295

Department(s)/Program	Music	New GEP Special Topics Offering <input checked="" type="checkbox"/>
Special Topic Title: <small>(30 character limit)</small>	History of Rock: 1950's-70's	Review for 2nd Offering <input type="checkbox"/>
Term to be Offered	Fall 2015	
Instructor Name/Title	Tom Koch	

SECTION 1: GEP CRITERIA

Instructions:

- At least one of the Instructor's student learning outcomes must be listed under each GEP category objective.
- Achievement of the outcomes must allow students to meet the GEP category objectives.
- Outcomes must illustrate what students will do in order to demonstrate they have achieved the outcome.
- At least one means of evaluation must be listed under each outcome and provide data to allow the instructor to judge how well students have achieved outcomes.
- Student learning outcomes that are relevant to the GEP category objectives must be applied to all course sections.
- For assistance with writing outcomes and list of active verbs using *Bloom's Taxonomy* [[Click Here](#)]

List the Instructor's student learning outcomes for the course that are relevant to GEP *Visual and Performing Arts Objective 1*:
Obj. 1) Deepen their understanding of aesthetic, cultural, and historical dimensions of artistic traditions.

- Discuss the artistic and social contributions of significant creators and performers of rock music from the 1950s through the 1970s.
- Describe specific aesthetic, cultural and historical contexts of rock music, such as the generic precursors of rock, political and economic circumstances that influenced and, in turn, were influenced by rock, distinctions among African American and European American musical traditions in the evolution of rock, roles of sexual, gender, and generational identity in the commercialization of rock, and the changing effects of technology and commercialism in the dissemination of rock.

Measure(s) for above Outcome:

Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.

Students will take two tests. Sample essay question: Discuss the ways in which the album *Sgt. Pepper's* broke new ground in the following areas: musical style, recording technology, instrumental timbre, cultural (and countercultural) reference, and the artistic conception of the rock album as greater than the sum of its part.

List the Instructor's student learning outcomes for the course that are relevant to GEP *Visual and Performing Arts Objective 2*:
Obj. 2) Strengthen their ability to interpret and make critical judgments about the arts through the analysis of structure, form, and style of specific works.

Identify and discuss the major subgenres of rock through recorded listening and simple analysis

Correctly apply basic terminology to musical elements associated with rock

Measure(s) for above Outcome:

Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.

Students will complete a Listening Journal that evaluates their ability to listen critically to rock. Sample journal entry may address this issue: What is the main message behind the lyrics of The Velvet Underground's "All Tomorrow's Parties" and how do the melody, harmony, rhythm, and accompaniment work together to reinforce that message?

List the Instructor's student learning outcomes for the course that are relevant to GEP *Visual and Performing Arts Objective 3: Obj. 3) Strengthen their ability to create, recreate, or evaluate art based upon techniques and standards appropriate to the genre.*

Develop critical listening skills that enable them to discuss rock in light of informed listening, analysis, and personal reflection

Describe and organize in prose their experiences with the sounds occurring in music

Measure(s) for above Outcome:

Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.

Students will attend a live rock concert and interview a band or production member. Sample interview question: "I heard that in song X, you changed the harmony and instrumentation of the 3rd verse. Can you tell me what prompted those changes?"

SECTION 2: REQUISITES AND SCHEDULING

General guidelines:

- GEP Courses should have at least 25% of seats non-restricted (i.e. available to all students).
- GEP Courses should have no more than ONE pre-requisite.
- GEP Special Topics are approved as a one-term offering.
- The course syllabus for all sections must include the GEP *Visual and Performing Arts* category designation and GEP student learning outcomes.

Special Topics Term Scheduling:

- List below the course scheduling detail:
 - Meeting time and day(s):
T & TH, 11:45AM-1:00PM
 - Seat count:
30
 - Room assigned or room preference including needed classroom technology/seat type:
Room already assigned.
- If this course is to be piggy-backed with a department special topic, list the piggy-backed course prefix/number below.
(EX: BIO 295 with NSGK 295)

MUS 295 Sec. 005

What percentage of the seats offered will be open to all students? 100 %

- a. If seats are restricted, describe the restriction being applied.
n/a
- b. Is this restriction listed in the course catalog description for the course?
n/a

List all course pre-requisites, co-requisites, and restrictive statements (ex: Jr standing; Chemistry majors only). If none, state none.

None.

List any discipline specific background or skills that a student is expected to have prior to taking this course. If none, state none.
(ex: ability to analyze historical text; prepare a lesson plan)

None.

SECTION 3: ADDITIONAL INFORMATION

Complete the following 3 questions or attach a syllabus that includes this information.

1. Title and author of any required text or publications.

Please see syllabus.

2. Major topics to be covered and required readings including laboratory and studio topics.

Please see syllabus.

3. List any required field trips, out of class activities, and/or guest speakers.

Please see syllabus.

SIGNATURE PAGE

COURSE ACTION FOR MUS 295:005

RECOMMENDED BY:

Thomas D. Koch

4/6/15

HEAD, DEPARTMENT/PROGRAM

DATE

ENDORSED BY:

[Signature]

4-13-15

CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE

DATE

[Signature]

4-14-15

COLLEGE DEAN

DATE

APPROVED BY:

CHAIR, UNIVERSITY COURSES & CURRICULA COMMITTEE

DATE

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION

DATE

DEAN, DIVISION OF ACADEMIC AND STUDENT AFFAIRS (DASA)

DATE

APPROVED EFFECTIVE DATE _____

**MUS 295:005: History of Rock: 1950s-1970s.
Fall 2015**

Room: Broughton, 1402 (no food is permitted in this room; beverages must be capped and containers discarded)
Meeting time: T/H 11:45-1:00
Instructor: Dr. Tom Koch ("Coke")
Office: Broughton Hall 2412
Office Phone: (919) 515-0149
Email: tom_koch@ncsu.edu
Office Hours: Tuesdays 10:00-11:00, or by appointment
Credits: 3

Course Description: The course examines the stylistic evolution and cultural impact of rock music from the birth of rock & roll in the 1950s to the mainstream and alternative rock trends of the late 1970s. Emphasis is placed on the contributions of the major creators and performers of rock as well as on the music itself, including the various rock genres, the role of instrumentation and arrangement, and the changes in recording and communication technology. Students may be required to cover the cost of an off-campus event and to provide their own transportation. This course fulfills GEP requirements in Visual and Performing Arts. Auditing the course is not permitted.

Visual and Performing Arts: Statement of GEP Student Learning Outcomes correlated with GEP Objectives and Means of Assessment.

1. Deepen understanding of aesthetic, cultural, and historical dimensions of artistic traditions:

Student Learning Outcomes: Students will be able to

- Discuss the artistic and social contributions of significant creators and performers of rock music from the 1950s through the 1970s.
- Describe specific aesthetic, cultural and historical contexts of rock music, such as the generic precursors of rock, political and economic circumstances that influenced and, in turn, were influenced by rock, distinctions among African American and European American musical traditions in the evolution of rock, roles of sexual, gender, and generational identity in the commercialization of rock, and the changing effects of technology and commercialism in the dissemination of rock.

Measures for the above outcome:

- Students will take two tests. Sample essay question: Discuss the ways in which the album *Sgt. Pepper's* broke new ground in the following areas: musical style, recording technology, instrumental timbre, cultural (and

countercultural) reference, and the artistic conception of the rock album as greater than the sum of its part.

2. Strengthen their ability to interpret and make critical judgments about the arts through the analysis of structure, form, and style of specific works;

Student Learning Outcomes: Students will be able to

- Identify and discuss the major subgenres of rock through recorded listening and simple analysis
- Correctly apply basic terminology to musical elements associated with rock

Measures for the above outcome:

- Students will complete a Listening Journal that evaluates their ability to listen critically to rock. Sample journal entry may address this issue: What is the main message behind the lyrics of The Velvet Underground's "All Tomorrow's Parties" and how do the melody, harmony, rhythm, and accompaniment work together to reinforce that message?

3. Strengthen their ability to create, recreate, or evaluate art based upon techniques and standards appropriate to the genre.

Student Learning Outcomes: Students will be able to

- Develop critical listening skills that enable them to discuss rock in light of informed listening, analysis, and personal reflection
- Describe and organize in prose their experiences with the sounds occurring in music

Measures for the above outcome:

- Students will attend a live rock concert and interview a band or production member. Sample interview question: "I notice that in song X, (for instance) you changed the harmony of the 3rd verse. Can you tell me what prompted that change?"

Required materials:

Covach, John and Andrew Flory, *What's That Sound? An Introduction to Rock and Its History*, 4th ed. (Norton, 2015). ISBN: 978-0393937251. \$62.00 @ Amazon.

Students must have access to the Internet

Textbook website (Norton):

<http://books.wwnorton.com/books/webad.aspx?id=4294985628>

Course Expenses: Students may be required to cover the cost of an off-campus event (e.g., rock performance) and to provide their own transportation.

Attendance Policy: Attendance is mandatory and is taken at each class. **IF YOU DO NOT ACKNOWLEDGE YOUR PRESENCE WHEN ROLL IS CALLED, YOU WILL BE MARKED ABSENT.** <http://policies.ncsu.edu/regulation/reg-02-20-03>

- Two (2) absences are permitted for any reason (whether excused or unexcused, emergency or non-emergency) without penalty in the cumulative course grade, with the following exception:
 - **If you are absent on the day of a test**, you must email me within 24 hours about the nature of the absence (out of fairness to the rest of the class, do NOT wait until the subsequent class to let me know of your absence or it will be too late for a make-up). Together we will coordinate a time for a make-up test. Unless otherwise warranted, make-up tests must be taken within two days of the absence and must be accompanied by official documentation of absence. Test grades will only be validated pending official documentation of absence. Only emergency or pre-approved absences on the day of a test will be accepted in order for a make-up test to be validated (emergency absences constitute death or serious injury in the family, serious illness or injury of the student, and court appearances, as allowed by university policy)
- Upon your 3rd and each subsequent absence, you must provide official documentation to me by the subsequent class in order to avoid the penalties outlined below (see “Class Attendance”). **NOTE:** EACH absence beyond 3 must be accompanied by its own documentation; for instance, if you are absent on Monday and again two days later on Wednesday, I will require one document with Monday’s date and another document with Wednesday’s date.
- If you realize within the first week of class that (1) the anticipated number of absences will exceed the number of excused absences permitted in the course, or (2) your schedule necessitates regular tardiness or early dismissals, you should discuss the situation with me right away.
- Two (2) tardies of 5 or more minutes will result in one (1) absence.
- Each instance of behavioral disturbance, sleeping in class, cell phone usage, texting, eating, or other extracurricular activity will result in one absence. Laptops are not permitted to be used in class; notes should be taken by hand.

Grading: Course grading will be assessed by means of (1) tests, (2) Listening Journal, (3) Live Attendance and Interview, and (4) class attendance

- **Tests:** Two (2) tests are given throughout the term and are graded equally. Tests are primarily multiple-choice and short answer, with questions derived from (1) class lectures and (2) selected listening assignments. Tests are not cumulative, but include only what was covered since the previous test. Make-up tests will be validated pending official documentation of absence (see “Attendance Policy”). In addition to questions of a general historical nature, tests will ask you to hear, analyze, or identify features of compositions that we discussed in class. Thus, it is imperative that you take time outside class to listen to each work assigned.

- **Listening Journal:** You will be required to keep a journal of your musical observations while listening to assigned compositions. The goal of the Listening Journal is to enable you to listen critically to rock.
 - The completed journal will contain about 12 entries (i.e., 12 individual musical selections) and will be submitted in 2 installments (see “Course Outline”). Each entry should average ½ - 1 page (typed, single-space, 12-pitch font). Entries should be in prose (not bullet or outline) form. You are graded on your ability to reflect on this music and your flow of ideas.
 - Listening selections for your journal will be heard and discussed in class and assigned on a weekly basis.
 - Journal installments submitted after the deadline will be deducted 10% per day up to 4 days, after which they will not be accepted and you will receive 0% for that installment. Incomplete journals will be deducted proportionally (e.g., a submission of only 8 of 10 required entries will be deducted an additional 20%).
 - Some questions to consider for the journal:
 - Form: What is the form (organization) of the song (strophic, verse/chorus, song form)
 - Lyrics: What is the main message of the lyrics and how do the melody, harmony, rhythm, and accompaniment work together to reinforce that message?
 - Singing style: Describe the vocal style of the song.
 - Music:
 - Instrumental accompaniment: What instruments are in the band and Does the accompaniment orchestra support the singers and provide a musical background to the action?

- **Live Attendance and Interview:** You are required (1) to attend a live performance of a rock concert and (2) to interview a band or production member via live, phone, or email. Questions must be submitted and approved ahead of time. Sample questions include:
 - How long have you been performing?
 - How would you identify/label your musical style?
 - What style of music do you enjoy performing the most?
 - Who are your musical and non-musical influences?
 - Who writes your songs and how does the songwriting process work?
 - How do you market yourself and in what venues to you usually play?
 - What’s your perspective on the recording industry today?
 - I notice that in X song, (for instance) the harmony changes in the 3rd verse Can you tell me what prompted that change?

- What advice do you have for a budding musician entering the business?

The interview should be 3 typed pages (double-spaced, 12-pitch font, 1" margins) and submitted as an email attachment. Reviews submitted after the announced deadline will be deducted an additional 10% per day up to 4 days, after which they will not be accepted and the student will receive 0%.

In addition to a live rock concert, students will be required to attend a free lecture on "making it in the music business" by Vans Warped Tour founder Kevin Lyman. Date/time TBD.

- **Class Attendance:** Two (2) absences are allowed without documentation and penalty. The following scale will be used to determine your semester grade as it relates to an excess of the allowable number of absences:
 - **1-2 absences** = no reduction in the cumulative course grade
 - **3-4 absences** = reduction of **5 percentage points** in the cumulative course grade
 - **5-6 absences** = reduction of **10 percentage points** in the cumulative course grade
 - **7-8 absences** = reduction of **20 percentage points** in the cumulative course grade
 - **9+ absences** = reduction of **40 percentage points** in the cumulative course grade

Grade weight:

50% Tests (average of 2 tests)

35% Listening Journal (average of 2 journal installments)

15% Live Attendance and Interview

100%

Grading Scale: Letter grades will be awarded on the following scale:

A+ 100 - 97.00	B+ 89.99 - 87.00	C+ 79.99 - 77.00	D+ 69.99 - 67.00
A 96.99 - 93.00	B 86.99 - 83.00	C 76.99 - 73.00	D 66.99 - 63.00
A- 92.99- 90.00	B- 82.99- 80.00	C- 72.99 - 70.00	D- 62.99- 60.00

Transportation: This course may require students to provide their own transportation to an off-campus event.

Incomplete grade: An "incomplete" is a temporary grade, given as a result of documented serious event. An IN is only appropriate when the student's record in the course is such that the successful completion of course expectations missed as a result of a documented serious event would enable that student to pass the course. <http://policies.ncsu.edu/regulation/reg-02-50-03>

Academic Integrity: Students are required to comply with the university policy on academic integrity found in the Code of Student Conduct found at <http://policies.ncsu.edu/policy/pol-11-35-01>

For Students with Disabilities: Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, student must register with the Disability Services Office (<http://www.ncsu.edu/dso>), 919-515-7653. For more information on NC State's policy on working with students with disabilities, please see the Academic Accommodations for Students with Disabilities Regulation at <http://policies.ncsu.edu/regulation/reg-02-20-01>.

Non-Discrimination Statement: NC State University provides equality of opportunity in education and employment for all students and employees. Accordingly, NC State affirms its commitment to maintain a work environment for all employees and an academic environment for all students that is free from all forms of discrimination. Discrimination based on race, color, religion, creed, sex, national origin, age, disability, veteran status, or sexual orientation is a violation of state and federal law and/or NC State University policy and will not be tolerated. Harassment of any person (either in the form of quid pro quo or creation of a hostile environment) based on race, color, religion, creed, sex, national origin, age, disability, veteran status, or sexual orientation also is a violation of state and federal law and/or NC State University policy and will not be tolerated. Retaliation against any person who complains about discrimination is also prohibited. NC State's policies and regulations covering discrimination, harassment, and retaliation may be accessed at <http://policies.ncsu.edu/policy/pol-04-25-05> or http://www.ncsu.edu/equal_op/. Any person who feels that he or she has been the subject of prohibited discrimination, harassment, or retaliation should contact the Office for Equal Opportunity (OEO) at 919-515-3148.

Course Outline.

- Week 1: Introduction: Studying Rock
- Week 2: Roots–1955, The World before Rock and Roll
- Week 3-4: 1955–1960, The Birth and First Flourishing of Rock and Roll
- Week 5: 1959–1963, The Demise of Rock and Roll and the Promise of Soul
- Week 6-7: 1964–1966, The Beatles and the British Invasion
Test 1
Listening Journal, installment #1 due
- Week 8: 1964–1966, American Responses
- Week 9: 1960–1970, Motown Pop and Southern Soul
- Week 10: 1966–1969, Psychedelia
- Week 11: 1970–1975, The Growing Rock Monster
- Week 12: 1970–1980, Black Pop, Reggae, and the Rise of Disco
- Week 13: 1975–1980, Mainstream Rock, Punk, and New Wave

Interviews due

Day of Final: Test 2. Listening Journal, installment #2 due

GEP Visual and Performing Arts Special Topic Shell Offering (VPGE 295)

This form is to be used for submitting a Special Topics shell offering for the Visual and Performing Arts GEP category to the Council on Undergraduate Education (CUE)

Course action proposals for a GEP shell offering must provide documentation to show how the course is designed to enable a student to achieve the particular GEP category objectives.

The ***GEP Visual and Performing Arts objectives*** will provide instruction and guidance that help students to:

1. Deepen their understanding of aesthetic, cultural, and historical dimensions of artistic traditions.
2. Strengthen their ability to interpret and make critical judgments about the arts through the analysis of structure, form, and style of specific works.
3. Strengthen their ability to create, recreate, or evaluate art based upon techniques and standards appropriate to the genre.

VPGE 295

Department(s)/Program	Music	New GEP Special Topics Offering <input checked="" type="checkbox"/>
Special Topic Title: <small>(30 character limit)</small>	Music in the South	Review for 2nd Offering <input type="checkbox"/>
Term to be Offered	Fall 2015	
Instructor Name/Title	Kristen Turner	

SECTION 1: GEP CRITERIA

Instructions:

- At least one of the Instructor's student learning outcomes must be listed under each GEP category objective.
- Achievement of the outcomes must allow students to meet the GEP category objectives.
- Outcomes must illustrate what students will do in order to demonstrate they have achieved the outcome.
- At least one means of evaluation must be listed under each outcome and provide data to allow the instructor to judge how well students have achieved outcomes.
- Student learning outcomes that are relevant to the GEP category objectives must be applied to all course sections.
- For assistance with writing outcomes and list of active verbs using *Bloom's Taxonomy* [\[Click Here\]](#)

List the Instructor's student learning outcomes for the course that are relevant to GEP *Visual and Performing Arts Objective 1*:
Obj. 1) Deepen their understanding of aesthetic, cultural, and historical dimensions of artistic traditions.

Evaluate music performed and composed in the southern United States within its aesthetic, cultural and/or historical context.

Measure(s) for above Outcome:

Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.

Unit test with essay questions such as: Explain the cultural and historical context for the development of the blues in the Mississippi Delta at the beginning of the twentieth century. Be sure to use information from your reading and listening assignments in your answer.

List the Instructor's student learning outcomes for the course that are relevant to GEP *Visual and Performing Arts Objective 2*:
Obj. 2) Strengthen their ability to interpret and make critical judgments about the arts through the analysis of structure, form, and style of specific works.

Analyze music heard in a concert environment or on a recording using accepted categories and techniques of music theory.

Measure(s) for above Outcome:

Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.

Students will attend a concert featuring an artist or group based in the Raleigh area and write a review of the music they heard using basic musical analytical techniques.

List the Instructor's student learning outcomes for the course that are relevant to GEP *Visual and Performing Arts Objective 3: Obj. 3) Strengthen their ability to create, recreate, or evaluate art based upon techniques and standards appropriate to the genre.*

Measure(s) for above Outcome:

Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.

Evaluate the historical, artistic or cultural meaning of music associated with the South based upon musicological methodologies.

SECTION 2: REQUISITES AND SCHEDULING

General guidelines:

- GEP Courses should have at least 25% of seats non-restricted (i.e. available to all students).
- GEP Courses should have no more than ONE pre-requisite.
- GEP Special Topics are approved as a one-term offering.
- The course syllabus for all sections must include the GEP *Visual and Performing Arts* category designation and GEP student learning outcomes.

Special Topics Term Scheduling:

- List below the course scheduling detail:
 - Meeting time and day(s):
MWF, 10:15AM-11:05AM
 - Seat count:
30
 - Room assigned or room preference including needed classroom technology/seat type:
Room already assigned.
- If this course is to be piggy-backed with a department special topic, list the piggy-backed course prefix/number below.
(EX: BIO 295 with NSGK 295)

Cross-listed with MUS 295 Sec. 006

What percentage of the seats offered will be open to all students? 100 %

- a. If seats are restricted, describe the restriction being applied.
N/A
- b. Is this restriction listed in the course catalog description for the course?
N/A

List all course pre-requisites, co-requisites, and restrictive statements (ex: Jr standing; Chemistry majors only). If none, state none.

None.

List any discipline specific background or skills that a student is expected to have prior to taking this course. If none, state none.
(ex: ability to analyze historical text; prepare a lesson plan)

None.

SECTION 3: ADDITIONAL INFORMATION

Complete the following 3 questions or attach a syllabus that includes this information.

1. Title and author of any required text or publications.

Please see syllabus.

2. Major topics to be covered and required readings including laboratory and studio topics.

Please see syllabus.

3. List any required field trips, out of class activities, and/or guest speakers.

Please see syllabus.

SIGNATURE PAGE

COURSE ACTION FOR MUS 295:006 / VPGE 295

RECOMMENDED BY:

Thomas D. Koch

4/6/15

HEAD, DEPARTMENT/PROGRAM DATE

ENDORSED BY:

Reginald D. ...

4-13-15

CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE DATE

Shirley ...

4-14-15

COLLEGE DEAN DATE

APPROVED BY:

CHAIR, UNIVERSITY COURSES & CURRICULA COMMITTEE DATE

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION DATE

DEAN, DIVISION OF ACADEMIC AND STUDENT AFFAIRS (DASA) DATE

APPROVED EFFECTIVE DATE _____

Course Description

From the blues of the Mississippi Delta to Nashville, the country-music capitol of the world, to the bluegrass of the Kentucky hills, the jazz of New Orleans, and the R&B out of Memphis and Muscle Shoals, some of the most dynamic music in the United States has originated in the South. This class will examine the music, performers, and composers from the South beginning with the blues in the early 20th century and culminating with an exploration of today's music scene in the Triangle area. Students may be required to cover the cost of an off-campus event and to provide their own transportation. No previous formal training in music is required. This course receives GEP credit in Visual and Performing Arts.

Objectives

This course fulfills a General Education Program Requirement in the Visual and Performing Arts Category.

Each course in the Visual and Performing Arts will provide instruction and guidance that help students to:

1. deepen their understanding of aesthetic, cultural, and historical dimensions of artistic traditions; and
2. strengthen their ability to interpret and make critical judgments about the arts through the analysis of structure, form, and style of specific works; and
3. strengthen their ability to create, recreate, or evaluate art based upon techniques and standards appropriate to the genre.

Learning Outcomes: By the end of this course, students will be able to:

1. Evaluate music performed and composed in the South for its aesthetic, cultural and/or historical context.
2. Analyze music heard in a concert environment or on a recording using accepted theoretical categories and techniques.
3. Evaluate the historical, artistic or cultural meaning of a piece of music associated with the South based upon musicological methodologies.

Course Structure

Although there will be some lecture and we will watch some videos, most class meetings will consist of in-class projects and class discussion. The more students participate, the better the course will be for everyone. Long silences as students think about what they had for breakfast instead of the task at hand will result in an excruciating experience for all of us. **All students are expected to be respectful of other's opinions.**

Class On-line Resource

The main class on-line resource will be the Moodle site. You may access this site through <https://wolfware.ncsu.edu> Click on "Moodle," log in, and then the course site should come up. You will find the following resources on Moodle:

1. Class reading assignments
2. Listening Assignments
3. Quizzes on required class reading assignments and listening assignments. They are generally up for one week and close the morning the reading or listening assignment is due.
4. Moodle Assignments due by 9:00 a.m. on the due date
5. Class handouts

Required Text

No required textbook. Students must attend at least one concert. Depending upon the concert the student chooses to attend, ticket costs may range from free to over \$50. Students will be required to interview one musician or musical entrepreneur who lives in the Raleigh area, which may require individuals to leave campus.

Course Expenses: Students may be required to cover the cost of an off-campus event and to provide their own transportation.

Suggested Library Resources

Grove Music Online is available through the NCSU library webpage using the database locator OR through the “Reference Tools” page. Groves Music Online provides access to the Groves dictionary which is a huge work with detailed entries on everything musical. It also provides access to the Oxford Dictionary of Music which is an excellent resource with much shorter entries.

There are multiple history reference tools available through the following URL at the NCSU library webpage. <http://www.lib.ncsu.edu/subjects/> You can also access the “Reference Tools” page and then search for history or music encyclopedias

Streaming Music Resource

Naxos music library can be accessed through the Database Locator on the NCSU library website. Naxos includes primarily jazz and classical music.

Moodle Quizzes

All of the reading and listening assignments have a short quiz associated with them found on Moodle. The quizzes are open book, and you may take them twice if you are unhappy with the grade the first time through.

Tests

There will be two tests.

Class participation/attendance

All students start with a 100 in class participation. The participation grade has two parts—attendance and behavior during class. Students are allowed FOUR unexcused absences. For every unexcused absence after four, the participation grade is lowered by 10 points. During class meetings, students are expected to talk in the break out small group discussions, but I understand that not everyone is comfortable talking in front of the whole class. Participation can also mean showing through body language and facial expression that the student is

following and interested in the discussion. But students are expected to answer if called upon.

Written Assignments

Moodle Assignments:

Moodle Assignments are short essays based upon the readings and listening assignments.

Concert Report

Students will attend one concert in the Raleigh area of Raleigh-based musicians and write a report on the music they heard.

Final Essay & Oral Report

Students will be put into pairs to interview a musician or musical entrepreneur in the Raleigh area. The students will report back to the class in an oral report and put together a final essay about their interview.

Submitting Assignments

Usually assignments should be submitted through a link on Moodle, however, if there is a problem students can always turn in written assignments via email or in class on paper. **E-mailed work should have the student's name on the paper.** Files should be in Microsoft Word, and named with the student's last name, and a description of the assignment.

EX: Smith_biography essay

Late Assignments

Most assignments cannot be turned in late. The links for Moodle Quizzes become inactive at 9:00 a.m. the day they are due. For every day a writing assignment is turned in late, I deduct 5 points from the final grade. I will not accept an assignment more than 10 days late. Do NOT skip a class just because you don't have an assignment completed. I'd rather have you in class without your homework.

Grading Scale

Assignments will be weighted as explained below:

25% Moodle Quizzes
20% Moodle Assignments
15% Final Essay & Oral Report
15% Test 1
15% Test 2
10% Participation
100%

This Course uses Standard NCSU Letter Grading:

A+ 100-97	B+ 89.9-87	C+ 79.9-77	D+ 69.9-67
A 96.9-93	B 86.9-83	C 76.9-73	D 66.9-63

A- 92.9-90	B- 82.9-80	C- 72.9-70	D- 62.9-60
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Requirements for Credit-Only (S/U) Grading

In order to receive a grade of S, students are required to take all exams and quizzes, complete all assignments, and earn a grade of C- or better. Conversion from letter grading to credit only (S/U) grading is subject to university deadlines. Refer to the Registration and Records calendar for deadlines related to grading. For more details refer to <http://policies.ncsu.edu/regulation/reg-02-20-15>

Requirements for Auditors (AU)

Auditors must consult with the instructor. Information about and requirements for auditing a course can be found at <http://policies.ncsu.edu/regulation/reg-02-20-04>

Policies on Incomplete Grades

If an extended deadline is not authorized by the instructor or department, an unfinished incomplete grade will automatically change to an F after either (a) the end of the next regular semester in which the student is enrolled (not including summer sessions), or (b) the end of 12 months if the student is not enrolled, whichever is shorter. Incompletes that change to F will count as an attempted course on transcripts. The burden of fulfilling an incomplete grade is the responsibility of the student. The university policy on incomplete grades is located at <http://policies.ncsu.edu/regulation/reg-02-50-03>

Other Policies

Attendance

Per University regulations, excused absences must fall into one of two categories: sanctioned anticipated situations and documented emergency situations. Anticipated situations (e.g., participation in official University functions, court attendance, religious observances, or military duty) *must be submitted in writing at the beginning of the semester or one week prior to the anticipated absence*. Emergency absences (e.g., student illness, injury or death of immediate family member, *must be documented by the Student Organization Resource Center 515-3323*) within one week following the emergency. Please consult the following website for further information on University attendance regulations:

<http://policies.ncsu.edu/regulation/reg-02-20-03>

If a student must miss a test due to illness or other unforeseen circumstances the student should contact me **BEFORE** the missed class. An e-mail would be sufficient and appreciated. Students are expected to attend and participate in all class meetings. **The fifth unexcused absence will lower the class participation grade 10 points as will each subsequent unexcused absence.**

This is an early class and tardy students disrupt everyone. Any student who is late will sing “The Itsy Bitsy Spider.”

Makeup Work

Students are expected to make-up any work they missed due to an excused or unexcused absence. Students should email all assignments to me the day they are due and complete all Moodle quizzes and assignments even if they are not in class. **If this is an undue burden due to sickness, contact me as soon as possible. Tests will be made up as soon as possible at a time which is mutually agreeable to student and instructor.**

Academic Integrity

Students are required to comply with the university policy on academic integrity found in the Code of Student Conduct found at <http://policies.ncsu.edu/policy/pol-11-35-01> A signature on any test or assignment indicates "I have neither given nor received unauthorized aid on this test or assignment."

Accommodations for Disabilities

Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, student must register with the Disability Services Office (<http://www.ncsu.edu/dso>) located at 1900 Student Health Center, Campus Box 7509, 919-515-7653. For more information on NC State's policy on working with students with disabilities, please see the Academic Accommodations for Students with Disabilities Regulation at <http://policies.ncsu.edu/regulation/reg-02-20-01>

Non-Discrimination Policy

NC State University provides equality of opportunity in education and employment for all students and employees. Accordingly, NC State affirms its commitment to maintain a work environment for all employees and an academic environment for all students that is free from all forms of discrimination. Discrimination based on race, color, religion, creed, sex, national origin, age, disability, veteran status, or sexual orientation is a violation of state and federal law and/or NC State University policy and will not be tolerated. Harassment of any person (either in the form of quid pro quo or creation of a hostile environment) based on race, color, religion, creed, sex, national origin, age, disability, veteran status, or sexual orientation also is a violation of state and federal law and/or NC State University policy and will not be tolerated. Retaliation against any person who complains about discrimination is also prohibited. NC State's policies and regulations covering discrimination, harassment, and retaliation may be accessed at <http://policies.ncsu.edu/policy/pol-04-25-05> or http://www.ncsu.edu/equal_op/. Any person who feels that he or she has been the subject of prohibited discrimination, harassment, or retaliation should contact the Office for Equal Opportunity (OEO) at 919-515-3148.

Class Evaluation Information

The evaluation process is very important to me. When the time comes, please fill out the class evaluation information to help me become a better teacher for future students. Online class evaluations will be available for students to complete during the last 2 weeks of the semester and become unavailable before finals begin. Students will receive an email message directing them to a website where they can login using their Unity ID and complete evaluations. All evaluations are confidential; instructors will not know how any one student responded to any question, and students will not know the ratings for any instructors.

Student Resources

Writing and Speaking Tutorial Services: <http://tutorial.ncsu.edu/wsts-undergrad>

Academic Policies: <http://policies.ncsu.edu/>
University Career Center: <http://bit.ly/Ublsgg>
Adverse Weather: Read the class cancellations policy here: <http://bit.ly/UblzZf> Check email, news, the NCSU home page, or call 919-513-8888 for the latest information.

Schedule

- Week 1 Music and Place
Travis D. Stimeling, "Music, Place, and Identity in Central Appalachian Mountaintop Removal Mining Debate," *American Music*, 30, no. 1 (Spring 2012): 1-29.
- Week 2 The Blues in the Mississippi Delta
Dick Weissman, *Blues: The Basics*, pp. 17-27, 44-81
"At the Crossroads with Robert Johnson, as Told by Johnny Shines," in David Brackett, *The Pop, Rock, and Soul Reader: Histories and Debates*, pp. 46-47.
- Week 3 The Blues in the Mississippi Delta
Larry Starr and Christopher Waterman, *American Popular Music*, pp. 124-142.
Listening Journal #1 Due
- Week 4 The Birth of Jazz – New Orleans
Reading: Samuel Charters, *A Trumpet Around the Corner: The Story of New Orleans Jazz*, pp. 64-125.
Charles Hersch, *Subversive Sounds: Race and the Birth of Jazz in New Orleans*, pp. 15-54.
- Week 5 Jazz in New Orleans
R. Collins, *New Orleans Jazz: A Revised History*, pp. 205-264.
Thomas W. Jacobsen, *The New Orleans Jazz Scene, 1970-2000*, pp. 96-155.
Test #1
- Week 6 Country Music – The Virginia/Tennessee Appalachians
Larry Starr and Christopher Waterman, *American Popular Music*, 143-150.
Mary A. Bufwack and Robert K. Oermann, *Finding Her Voice: Women in Country Music, 1800-2000*, pp. 43-62.
"Country Music as Folk Music, Country Music as Novelty," in David Brackett, *The Pop, Rock, and Soul Reader: Histories and Debates*, pp. 69-74.
- Week 7 Country Music – Nashville
Jolie Jensen, *Nashville Sound: Authenticity, Commercialization, and Country Music*, pp. 3-37
Mary A. Bufwack and Robert K. Oermann, *Finding Her Voice: Women in Country Music, 1800-2000*, pp. 207-238.
- Week 8 Country Music – Nashville
Aaron A. Fox, *Real Country: Music and Language in Working-Class Culture*, pp. 20-45.
Mary A. Bufwack and Robert K. Oermann, *Finding Her Voice: Women in Country Music, 1800-2000*, pp. 263-280.

“Fightin the Power in a Post-9/11 Mediascape—The Dixie Chicks,” in David Brackett, *The Pop, Rock, and Soul Reader: Histories and Debates*, pp. 568-576.

- Week 9 Southern Soul – Muscle Shoals, Alabama & Memphis, Tennessee
Carla Jean Whitley, *Muscle Shoals Sound Studio: How the Swampers Changed American Music*, pp. 21-75.
“Little Richard: Boldly Going Where No Man Had Gone Before,” in David Brackett, *The Pop, Rock, and Soul Reader: Histories and Debates*, pp. 113-118.
- Week 10 Southern Soul & Rock and Roll – Muscle Shoals, Alabama & Memphis, Tennessee
Michael T. Bertrand, *Race, Rock, and Elvis*, pp. 41-124.
“Rock ‘n’ Roll,” in David Brackett, *The Pop, Rock, and Soul Reader: Histories and Debates*, pp. 119-130.
Concert Report due
- Week 11 Bluegrass – Kentucky Hills
Neil V. Rosenberg, *Bluegrass: A History*, 18-67.
- Week 12 Bluegrass – Kentucky Hills
Neil V. Rosenberg, *Bluegrass: A History*, 69-131.
Listening Journal #2 Due
- Week 13 Southern Hip Hop – Atlanta
Matt Miller, “‘The Sound of Money’: Atlanta, Crossroads of the Dirty South,” in *Hip Hop in America: A Regional Guide*, ed. Mickey Hess, pp. 467-494.
- Week 14 Music Scene in Raleigh area today
Guest Speakers from NC Symphony, Arts NC State, Pinecone, etc.
- Week 15 Music Scene in Raleigh area today
Guest Speakers including NCSU faculty, representatives from local recording studios and record companies
Final Project – interview with a Raleigh area musician/musical entrepreneur
Test #2