



MUS-107: INTRODUCTION AND APPRECIATION OF AMERICAN MUSIC

Also listed as: MUS-107H

Effective Term

Fall 2026

BOT Approval Date

05/15/2025

Discipline

MUS - Music

Course Number

107

Course Title

Introduction and Appreciation of American Music

Short Title

Intro American Music

Credit Status (CB 04)

D - Credit - Degree applicable

Units

Lecture Units

3.00

Total Units

3.00

Hours

Lecture Contact Hours

48-54

Out of Class Hours Lecture

96-108

Total Contact Hours

48 - 54

Total Out of Class Hours

96 - 108

Total Student Learning Hours

144 - 162

Distance Education

Yes

Distance Education

Distance Education Type

Both Fully Online and Hybrid Online



Does the DE also apply to the Honors section?

Yes

Honors component will meet synchronously (face-to-face or moderated through online technology such as Zoom)

Fully Online Delivery Requirements:

- a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course**
- b. Any planned face-to-face meetings, such as an orientation or study session, must be optional**
- c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course**

Are you using publisher content?

No

Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.
- Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times.

ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

Honors / Non-honors

MUS-107H

C-ID (Admin Only)

CB 00

CCC000528970

Course Title

Honors Introduction and Appreciation of American Music

Approved Cal-GETC Area

AREA-3A

Approved Second Cal-GETC Area

Approved Third Cal-GETC Area

Catalog Description

This course is a survey of American musical styles including jazz, popular, and art music from colonial days to the present. The purpose of the course is to develop knowledge of music history, an understanding of elements of music, and an aesthetic appreciation of various styles.

Codes

TOP Code (CB 03)

1004.00 - Music

**CIP Code**

50.0902 - Music History, Literature, and Theory.

Repeatability Code

No

Grading Option

Letter grade OR P/NP

Minimum Qualifications

Minimum Qualifications	And/Or
Music (Masters Required)	End

GE Information**Check GE Types Requested**

AA/AS C - Humanities

Cal-GETC Areas**Approved Cal-GETC Area**

AREA-3A

Learning Objectives**Learning Objectives**

Learning Objective
1. Demonstrate an understanding of musical concepts including pitch, rhythm, melody, harmony, timbre, texture, scale, and syncopation.
2. Differentiate between the sounds of various musical instruments common to American music.
3. Analyze the music of various cultures including those from Africa, Europe and Latin America, thereby illustrating the main influences of American music.
4. Consider the major historical events that affected the formation of various American music styles.
5. Compare and contrast musical performers associated with the same historic style period.
6. Estimate the impact of American music upon international music styles.
7. Distinguish and differentiate American music genres including Jazz, Swing, Rhythm and Blues, Country, and Rock and Roll.
8. Discuss the biographies of historically important musicians.
9. Assess the artistic and musical skills of various live performers in American history, including those from historically marginalized groups.
10. Analyze musical compositions upon listening in regard to musical concepts including rhythmic characteristics, instrumentation, and stylistic characteristics.

Honors Objectives

1. Students will create original research papers in the field of American music using formal research, current literature, and demonstrating clear academic writing.
2. Students will critically assess various genres of American music with regard to the fundamental elements of music (melody, harmony, rhythm, timbre, texture and form).
3. Students will listen critically to American music recordings and performances, making connections between various musicians and considering the aesthetic of the improvisational style of each musician.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome

1. Students will identify the genre of a musical piece by listening to it.
2. Students will recognize the diverse cultural roots of American music styles and genres.
3. Students will compare and contrast the music of each genre and period of American music using foundational elements of music.

Content

Course Lecture Content

1. Music Terminology and Concepts
 - a. Melody
 - b. Rhythm
 - c. Harmony
 - d. Texture
 - e. Dynamics
 - f. Expression
 - g. Instruments
2. Early American Music
 - a. Colonial Sacred Music
 - i. Psalm Tunes
 - ii. Rural Revivalism
 - b. Colonial Secular Music
 - c. Folk and Ethnic Music
 - i. The English-Celtic Tradition
 - ii. The African-American Tradition
 - iii. The Native American Tradition
 - iv. Latino Traditions
 - v. Diverse Traditions
 - vi. Minstrelsy, including discussion of racial elements and historically marginalized musical performers
3. 19th-Century American Music
 - a. Military and Wind Bands
 - b. American Classical Composers, including the role of female and African American composers
 - c. Spirituals and the influence of historically marginalized people
 - d. Musical Theatre and Opera
 - e. Ragtime
 - f. Tin Pan Alley
4. American Music from 1900-1950
 - a. Delta Blues
 - b. Country
 - c. Dixieland Jazz
 - d. Classical Concert Music
 - e. Gospel
 - f. Music during the Great Depression
 - g. Electric Blues
 - h. Film Music
 - i. Swing
5. American Music since 1950
 - a. Classical Music
 - b. Bebop
 - c. Musical Theatre
 - d. Rock
 - e. Folk Revival

- f. Pop
- g. Sub-genres of Rock
- h. Sub-genres of Jazz
- i. Rap and Hip-Hop
- j. The Avant Garde
- k. The Recent Mainstream

Honors Content

MUS-107H will cover all the topics of MUS 107, which is an exploration of American music in the context of the history of the United States and its people. Additional topics of this honors section, which deepen the investigation of the impact of American culture on its music and the evolution thereof, will include:

1. Connections between historical developments amongst various racial, socioeconomic, and religious cultures and musical developments in the United States.
2. Connections between American music genres and various social, political and artistic movements and events.
3. Analysis of musical "fusions" including Latin, European and African styles and their emergence in American music.
4. Development of virtuosity, innovation, and/or performance style amongst American music artists.

For example:

Explore how the African American church fostered the development of gospel music and its impact on other genres, considering historical events such as the Great Migration and the Civil Rights Movement.

Examine how jazz became a cultural expression of the Harlem Renaissance, reflecting themes of racial pride, artistic innovation, and resistance against social oppression.

Explore the influence of Latin styles such as Cuban son and Puerto Rican plena on American jazz and rock, and how they led to the emergence of genres like salsa and Latin boogaloo in New York City.

Study Hendrix's groundbreaking techniques and his impact on rock music performance, focusing on his use of feedback, distortion, and extended improvisation that redefined the electric guitar.

Methods of Instruction

Method

Live Performance Viewing

Integration

Instructor will illustrate through in-class musical performance various topics, including musical styles, rhythmic characteristics and instruments.

DE Adaptations for MOI

Accessible videos of various musical performance demonstrations - either of the instructor or other online musical performances and examples - will be embedded or linked in the CMS lecture content pages.

Method

Directed Study

Integration

Instructor will direct critical listening of historically valuable American music through accessible audio recordings or videos in order to develop critical listening skills necessary to distinguish American music styles and specific performers.

DE Adaptations for MOI

Instructor will direct critical listening of historically valuable American music through accessible audio recordings or videos in order to develop critical listening skills necessary to distinguish American music styles and specific performers, including historically marginalized performers. Links or embedding from free and accessible video/media platforms will be posted within the CMS modules. Listening guides and instruction are delivered via both instructor-created lectures and textbook supplements which include accessible audio examples.

Method

Discussion



Integration

Instructor will initiate and direct in-class discussion about key topics including analysis of various American music performances, music in the context of American society, historically marginalized performers, and the artistic and musical merits of various American music styles.

DE Adaptations for MOI

Instructor will create and assigned class discussions via the CMS about key topics including analysis of various American music performances, music in the context of American society, and the artistic and musical merits of various American music styles. Instructor will monitor, interact with, and grade all students using the course management system discussion board.

Method

Lecture

Integration

Instructor will present lectures about musical concepts, musicians, style periods, and historical events using a combination of accessible audio-visual media including computer projections, CD, DVD, streaming audio and video, etc.

DE Adaptations for MOI

Instructor will present lectures about musical concepts, musicians, style periods, and historical events using instructor-prepared lectures, either written or accessible audio/video recorded, and posted in the CMS modules for each unit. Additional links to appropriate online resources and historical web sites, along with instructions for their use, will be provided in each unit module.

Additional Methods of Instruction for Honors

In addition to the methods of instruction utilized in the regular section of MUS 107, honors students will meet with the instructor on a one-on-one basis or as a group a minimum of four times during the semester. Discussions will take place in the meetings that will focus on analyzing music and making connections between musical styles, composers, and from music to other realms of human experience throughout history.

Field trips are an additional method of instruction that can be utilized to assist students in applying concepts of this course to the culture of American music and musicians in their community.

The discussions, as well as the potential field trip(s) will lead to the completion of the enrichment assignments.

Oral presentations of research by other Honors students will be made in class.

Methods of Evaluation

Method

Exams/Tests

Integration

Exams are a combination of true/false, multiple choice, short answer and essay questions covering important concepts covered in class, the textbook or other assigned material, including music terminology, dominant genres and styles of each time period, influential composers and performers (including historically marginalized performers), and key cultural factors. Students will be evaluated based on their understanding of key concepts and their retention of important facts.

DE Adaptations for MOE

Instructor-created exams will be posted on a CMS Assignment or Quiz page where students can view all instructions and complete the exam electronically. Grading will be automatic for true/false, multiple choice, and short answer questions, and manually graded by the instructor for essay questions. Feedback will be attached to the Assignment page or provided via CMS messaging or email. Grading and feedback will be given within one week of the due date.

Method

Research Projects



Integration

Students will present a research project on selected pieces of American music, musical styles and/or performers from a particular period of American musical history. Students will be graded on their identification of the musical characteristics that influenced their assigned piece/style/performer, their ability to process and present important course content, and their ability to make creative observations about their topic.

DE Adaptations for MOE

The assignment will be posted on a CMS Assignments page where students can view all instructions and also electronically submit their paper. Papers can be submitted via upload to the CMS assignment page. Feedback and grading will be directly attached to the assignment of each student via comments (written or video) or attachments. Feedback will be given within one week of the due date.

Method

Quizzes

Integration

Quizzes are periodic short exams focusing on recently covered concepts. This promotes students to remain current with course material, reinforces key concepts, and evaluates understanding of those concepts, including music terminology, dominant genres and styles of each time period, influential composers and performers, and key cultural factors. Students will be evaluated on their retention of key concepts and their identification of these concepts in audio/visual examples.

DE Adaptations for MOE

Instructor-created quizzes will be posted on a CMS Quiz page where students can view all instructions and complete the quiz electronically. The quizzes, containing written and accessible audio example questions, will cover such topics as terminology, musical concepts, and stylistic characteristics. Grading will be automatic and monitored by the instructor. Automatic feedback will be provided within the Quiz module and the instructor will give any additional feedback directly via CMS messaging or email. Grading and feedback will be given within one week of the due date.

Evaluation of Honors assignments

Students must successfully complete the regular course and honors supplemental assignments to receive honors credit. The assignments include, but are not limited to research projects, oral presentations, participation in honors class discussion, and field trips. Honors students are expected to go beyond a mere summary of textbook readings by completing work, such as a research project, that demonstrates their ability to understand and evaluate prevailing interpretations and formulate their own original ideas.

Research papers will be assessed on clarity of argument, supporting evidence, the number and types of references consulted, depth of analysis, and accuracy.

Presentations will be evaluated based on lucidity, organization, critical thinking, and originality of argument. Honors class discussions of supplemental readings may be judged based on student preparedness and participation.

Field trips will be assessed based on student participation and completion of related written assignments conveying the student's experience.

Assignments

Assignment Type

Other

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Summative



Assignment

Prepare a 7-10 minute oral presentation on a 20th-century American composer. The material presented must include research outside the class text. Include the following topics: his/her life, major compositions, historical contribution. Submit a typed, double spaced outline of your presentation.

How assignment will be adapted in online format

The assignment will be posted on a CMS Assignments page where students can view all instructions and also electronically submit their project. Presentations can be submitted either as a video presentation, or adapted to a written assignment at the instructor's discretion, and uploaded to the CMS assignment page. Feedback and grading will be given electronically, directly attached to the assignment of each student via comments (written or video) or attachments. Feedback will be given within one week of the due date.

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Write a paper of at least 500 words that explores the contributions of an African American or other historically marginalized composer or performer to the development of a particular American music style. The paper should be double-spaced and include a bibliography of at least 4 sources other than the course textbook.

How assignment will be adapted in online format

The assignment will be posted on a CMS Assignments page where students can view all instructions and also electronically submit their paper. Papers can be submitted via upload to the CMS assignment page. Feedback and grading will be directly attached to the assignment of each student via comments (written or video) or attachments. Feedback will be given within one week of the due date.

Assignment Type

Writing

In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

Listen to a piece of music played in class and write a short paragraph describing the musical elements you hear and identifying the musical style and historical era, then discuss with a classmate and compare your analysis.

How assignment will be adapted in online format

Instructions will be posted in the CMS Discussion forum, included a link or embedded recording of the assigned music. Student writing will be submitted electronically via the CMS Discussion forum, including responses and interaction with other students. The instructor will participate with the discussion, provide individual feedback, and grade student writing via the CMS Discussion page. Feedback will be given within one week of the due date.

Assignment Type

Writing

In-class and/or outside of class

In-class



Formative or Summative

Formative

Assignment

Listen to a piece of music played in class and write a short paragraph describing your experience: any personal reactions, emotions, imagery, or thoughts. Then discuss with a classmate and compare your experience of the music.

How assignment will be adapted in online format

Instructions will be posted in the CMS Discussion forum, included a link or embedded recording of the assigned music. Student writing will be submitted electronically via the CMS Discussion forum, including responses and interaction with other students. The instructor will participate with the discussion, provide individual feedback, and grade student writing via the CMS Discussion page. Feedback will be given within one week of the due date.

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

Write a paper of at least 250 words about one American song or piece of music that explores how it displays influences from African or Latin American music. The paper should be double-spaced and include at least one source other than the course textbook.

How assignment will be adapted in online format

The assignment will be posted on a CMS Assignments page where students can view all instructions and also electronically submit their paper. Papers can be submitted via upload to the CMS assignment page. Feedback and grading will be directly attached to the assignment of each student via comments (written or video) or attachments. Feedback will be given within one week of the due date.

Assignment Type

Reading

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

Read an article or short biography (such as from biography.com/musicians) about an American composer or performer from a cultural background different from your own, seeking to understand how their music was shaped by their experiences and the influences of people and events around them. Be prepared to share a brief, informal report in a small group in class about what you learned and found particularly interesting.

How assignment will be adapted in online format

The reading assignment will be posted on a CMS Assignments page where students can view all instructions and also electronically submit their report. Reports can be submitted via upload to the CMS assignment page. Feedback and grading will be directly attached to the assignment of each student via comments (written or video) or attachments. Feedback will be given within one week of the due date.



Honors Assignments

Assignment

MUS-107H students will be expected to complete all regular assignments and course requirements of MUS-107, as well as a minimum of two additional Honors assignments: The Research Paper and at least one other of the optional assignments.

Assignment

ADDITIONAL READING: Read additional materials assigned by the instructor. (For example, "The Jubilee Singers and Their Songs," by J. Marsh, or "The Latin Tinge," by J. Roberts.) Summarize your reactions to the readings through a free-response paper (3-5 pages, typed and double-spaced, no outside sources required beyond the assigned readings) and/or by leading and engaging in discussions in class, with honors peers, and/or with the instructor. If opting to not complete the free-response paper, a written summary of the reading along with a list of possible discussion topics will be submitted. Additional primary documents, such as journal articles or books may be assigned for reading, summary, and review.

Required or Optional

Optional

Honors Core Values

Engagement

Justify how the assignment reflects the Engagement Core Value

This assignment requires the student to engage with the material on a deeper level, and provides opportunities to connect with their peers and the instructor through meaningful discussion and exchange of ideas.

Assignment

ORAL PRESENTATION: Give a 10-15 minute presentation in class on a research topic chosen in consultation with the instructor. The topic may be separate from or related to the research paper but must warrant additional research beyond that involved for the writing assignment, ensuring this assignment is not merely an oral presentation of the research paper. Submit a double-spaced outline of the presentation which includes sources.

Required or Optional

Optional

Honors Core Values

Academic Rigor and Research

Justify how the assignment reflects the Academic Rigor and Research Core Value

This assignment requires serious research using scholarly sources, rigorous academic thought and synthesis of ideas, and the verbal presentation of research.

Assignment

FIELD TRIP: Participate in a project outside the classroom designed by the instructor prior to the start of the course. For example, instructors may choose to lead a field trip to the Grammy Museum in Los Angeles. Students will then prepare and present a 5-10 minute in-class report describing the experience and detailing observations and key takeaways, or a written report may be submitted (minimum 3-pages, double-spaced, no outside sources required.)

Required or Optional

Optional

Honors Core Values

Engagement

Justify how the assignment reflects the Engagement Core Value

This project requires the student to engage with the community and explore the subject on a deeper level, conducting their own first-person field research.



Assignment

ORAL HISTORY: Conduct interviews with individuals who have special knowledge of or were witness to major American musical events, such as seeing Jimi Hendrix perform at Woodstock 1969 or seeing the Beatles live on the Ed Sullivan show in 1964. Students will write a 5-10 page double-spaced paper detailing the information gathered in these interviews, including at least 2 additional outside research sources, and field notes from the interviews.

Required or Optional

Optional

Honors Core Values

Engagement

Justify how the assignment reflects the Engagement Core Value

This project requires to the student to engage with the community and explore the subject on a deeper level, conducting their own first-person field research.

Assignment

RESEARCH PAPER: Complete a research paper between 10-12 pages in length, typed, and double-spaced, on a topic that is selected in consultation with the instructor. The thesis or argument should original or in some way innovative. Research should be based on the following: primary sources, secondary sources, major interpretive books, and articles. The research papers should cite a minimum 10 sources. Of these, at least 5 should be scholarly sources with no more than 4 internet sources.

Example topics:

Examine the changes in racial attitudes and the development of African-American music in the United States.

Analyze how jazz emerged as a synthesis of African rhythms and European harmonic structures, specifically looking at the role of New Orleans as a melting pot for these musical influences.

Categorize the ways that rock music served as a voice for the countercultural and anti-war movements, highlighting songs and artists that addressed social and political issues such as civil rights, Vietnam, and individual freedom.

Required or Optional

Required

Honors Core Values

Academic Rigor and Research

Justify how the assignment reflects the Academic Rigor and Research Core Value

This assignment requires serious research using scholarly sources, rigorous academic thought and synthesis of ideas, and careful academic writing.

Course Materials

Textbooks

Ferris, Jean (2022). America's Musical Landscape, 9th edition McGraw-Hill. ISBN: 978-1264967896

Crawford, Richard and Larry Hamberlin (2018). An Introduction to America's Music, 3rd edition W.W. Norton. ISBN: 978-0393668285

Class Size Information

Class Size

40

Class Size Category

A - Lecture/discussion 40

Diversity and Inclusion

Course Design and Materials: Course will incorporate diverse perspectives, authors, and examples that reflect a variety of cultures, identities, and lived experiences. Instructional materials will be reviewed regularly to ensure representation, inclusivity, and alignment with equity-minded practices across disciplines.

Inclusive Learning Environment: Instructors will establish classroom norms and policies that promote respect, civil discourse, and belonging in both online and face-to-face classes. Clear expectations for communication and engagement will support a learning space where all students feel valued and heard.

Accessible Instruction: Course content will be delivered using accessible design. Materials will follow accessibility guidelines within the CMS, including captioned media, readable document formats, and multiple means of engagement to support diverse learning.

Equitable Teaching Practices: Instructors will use transparent and grading criteria, varied assessment methods, and timely feedback to promote fairness and student success. Opportunities for revision, reflection, and multiple demonstrations of learning may be incorporated when appropriate to the discipline.

Culturally Responsive Pedagogies: Instructional strategies will encourage critical thinking about diverse perspectives and systems of power relevant to the course content. Faculty will foster opportunities for students to connect course material to real-world contexts.

Ongoing Reflection and Improvement: Faculty will engage in continuous professional development related to IDEAA principles and reflect on course practices using metacognition to identify opportunities for increased equity, inclusion, and accessibility.

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

Learning Objective 3 is analyze the music of various cultures including those from Africa, Europe and Latin America. Learning Objective 11 focuses on the contributions of historically marginalized musical performers in American history.

CLO 2 is to recognize the diverse cultural roots of American music styles and genres. This includes studying the influences of specific non-American cultures on the development of American music.

One assignment explores the contributions of an African American composer or performer to the development of a particular American music style. Another assignment explores the influences of African or Latin American music and a particular song or musical work. Students are encouraged to explore music outside of their own cultural heritage.

Beyond the content of the lectures, readings, and writing assignments, student discussions provide exposure to a diversity of viewpoints, as they discuss their own experiences with music, reactions to it. and understanding of it from within their own personal and cultural context.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

The course assumes no prior knowledge of music and starts at the ground level of understanding the basic elements of music, bringing everyone along together regardless of their background or previous experience with music. Listening skills are developed through explanation and demonstration, then small, guided, in-class writing and discussion assignments, that give preparation for a larger, summative listening report.

Collaborative learning activities, such as peer-to-peer and larger group discussions, encourage students to work together and share their diverse experiences in a variety of modalities including writing, conversation, and informal oral presentation.

A variety of instruction methods are used, including lecture, reading, discussion, live demonstration, audio, and video, to engage students of different learning styles.

A variety of cultural and philosophical perspectives on music are encountered and discussed in a survey of American history since the Colonial period and its influences from other cultures.

Evaluation of listening reports and discussions is able to be individualized, allowing for some subjectivity of responses because there often isn't one "correct" answer when reacting to music. Each student can be evaluated individually based on where they currently are in their listening skill and musical perspective.

Interactions

Explain how the course will incorporate student-to-student interaction.

The instructor will facilitate weekly peer-to-peer discussions, in which students will respond to a prompt discussing either a specific piece of music they are assigned to listen to using musical terminology, or a particular topic from the lecture or reading content, such as characteristics of a particular American music genre, the lives of influential American composers and performers (including historically marginalized performers), or the influence of key cultural factors. In an online section, students may submit either in writing or a video and will also be assigned to interact with the posts of other students, such as giving feedback, providing analysis, or offering alternative points of view.

Explain how the course will incorporate instructor-to-student interaction.

The instructor will interact with students as a class through lectures and group discussion, and one-on-one through evaluation of listening/writing assignments.

Lectures will include demonstrations of musical concepts, either performed by the instructor or through recordings. The instructor will provide analysis of listening examples, guiding students to understand and identify musical and lyrical elements, as well as cultural and historical context of each genre and style period discussed.

The instructor will actively participate in discussions, providing individual or group feedback. The instructor will give one-on-one feedback to student listening and writing assignments.

The instructor will communicate through regular announcements in the CMS to introduce new units, remind students of assignments and projects, and remind them of the various methods of communication available (email, CMS messaging, office hours, etc.).

Explain how the course will incorporate student-to-content interaction.

Students engage with content via assigned readings, lectures (in person or audio/video of the instructor), listening to and/or viewing assigned accessible recordings of historic performances of American music. Students will research and prepare an oral presentation on an American genre, performer, group, or historic American music movement or event, and will observe each other's presentations. This self-guided study, which allows for students to select their own topic, will provide a customized and self-directed learning experience and a dynamic interaction with the subject matter.

Explain how the course will incorporate student-to-self interaction (metacognitive).

Students are encouraged to reflect on their personal responses as they listen to musical examples from various eras and genres of American music. Discussion and writing assignments require noting both emotional/expressive responses, as well as technical analysis of the music. Over the course of the semester, students are asked to compare how their personal responses may have changed, how their ability to listen analytically to musical elements has grown, and how learning about the background of music from outside of their personal experience has changed their perception and potential enjoyment of it.

Key: 2231