

EXISTING COURSE ADOPTION PROCEDURE (ECAP)
REVISED PROCEDURE FOR BRINGING COURSES OFF THE MASTER COURSE LIST
Drafted by Curriculum Committee, Indiana University East, Sept. 2002

Please fill out the following form when sending courses to the Curriculum Committee for consideration:

PART 1:

Course number: **MUS-K231** Course Title: **Free Counterpoint I**
Credit hours: **3** Division offering: **HSS**

MUS-K231 is a project-based study of applied counterpoint for two or more voices/instruments. Styles and representative examples of counterpoint in the literature from the 16th to 20th Centuries will be studied.

Faculty member submitting this proposal: **Elliott Miles McKinley**

PART 2:

Have you contacted all campuses in the IU system who are currently teaching this course and examined their methods of teaching this course? (you should consult the office of the Vice Chancellor of Academic Affairs for help in contacting campuses and procuring sample syllabi)

Yes

Below, please list all those campuses that teach the course in question:
IU Bloomington, IU South Bend, IU Southeast

PART 3:

1) Describe the course content and your rationale for bringing it forward:

A project-based study of applied counterpoint for two or more voices/instruments. Styles and representative examples of counterpoint in the literature from the 16th to 20th Centuries will be studied. Rationale: This is a core component of the music program for music students. Music and the arts generally serve to enhance the intrinsic life of individuals and their communities. Since the study of music primarily focuses on creativity and expression, students from any degree program can gain significant experience that can then enhance the quality of their lives no matter the field of study or career choice.

2) Describe the course's placement in the program, including its intended audience and any prerequisites:

As a core component to the music program—especially those on the composition track of study. Prerequisite: MUS-T252 or consent of the director of music studies.

3) List the anticipated student learning objectives and outcomes:
The student will learn the techniques and principles of free counterpoint for two or more voices through a study of repertoire and student exercises.

4) Discuss any special features of the course (eg. a service learning component):
Use of music technology including notation programs Sibelius and Finale.

5) **Attach a proposed syllabus for the course as it would be taught on the IU East campus:**
Attached.

PART 4:

Representatives of your Division need to examine the sample syllabi and other materials from these campuses and determine whether your approach will be comparable. Please describe below your Division's final determination on this point and provide the chair's signature.

I approve the above-mentioned course as following the model framework given by other campuses in the IU system.

Division Chair

Date

IU EAST COURSE OUTLINE OF RECORD

(Submit with ECAP form)

MUS-K231 FREE COUNTERPOINT I

COURSE TITLE: Free Counterpoint I

COURSE NUMBER: MUS-K231

CREDIT HOURS: 3

SCHOOL: HSS

PROGRAM: Music

COURSE CATALOG DESCRIPTION: A project-based study of applied counterpoint for two or more voices/instruments. Styles and representative examples of counterpoint in composition from the 16th to 20th Century will be examined.

PREREQUISITES: MUS-T252 or consent of the director of music studies.

ANTICIPATED CLASS FORMAT (Online, Classroom, Hybrid): Classroom

CONTACT TYPE (Lecture, Lab, Other): Lecture.

TEXTBOOK(S) FOR FIRST OFFERING: Under review.

TOPICS TO BE ADDRESSED: (Narrative and/or bullet points)

- Study of counterpoint through history
- Use and deployment of contrapuntal techniques in compositional practice

IU EAST CAMPUS LEARNING OBJECTIVES:

Educated people should:

1. Be exposed to a broad variety of academic fields traditionally known as the Liberal Arts (humanities, fine arts, social sciences, natural sciences) in order to develop a critical appreciation of a diversity of ideas and creative expression.

2. Have achieved depth in some field of knowledge. A sequential accumulation of knowledge and skills in an academic discipline is essential for a focused personal and professional development.
3. Be able to express themselves clearly, completely, and accurately. Effective communication entails the successful sharing through a wide variety of techniques, including reading writing, speaking and technology.
4. Be able to relate computational skills to all fields so that they are able to think with numbers. At minimum students should be able to carry out basic arithmetical and algebraic functions; they should have a working concept of simple statistics; and they should be able to interpret and use data in various forms.
5. Have the ability to develop informed opinions, to comprehend, formulate, and critically evaluate ideas, and to identify problems and find solutions to those problems. Effective problem solving involves a variety of skills including research, analysis, interpretation and creativity.
6. Develop the skills to understand, accept and relate to people of different backgrounds and beliefs. In a pluralistic world one should not be provincial or ignorant of other cultures; one's life is experienced within the context of other races, religions, languages, nationalities and value systems.
7. Be expected to have some understanding of and experience in thinking about moral and ethical problems. A significant quality in educated persons is the ability to question and clarify personal and cultural values, and thus to be able to make discriminating moral and ethical choices.

LIST COURSE OBJECTIVES (with a notation indicating which Campus Learning Objective is met.)

- Study of counterpoint through history (1, 2, 3, 4, 5)
- Use and deployment of contrapuntal techniques in compositional practice (2, 3, 4, 5)

DATE OF COURSE IMPLEMENTATION: Fall 2011

DATE OF LAST REVISION (IF ANY):

Actual Course Syllabus May Contain Additional Materials

Submitted by: Elliott Miles McKinley **Date:** February 15, 2009

