GENERAL EDUCATION COURSE PROPOSAL

WEBER STATE UNIVERSITY

**CREATIVE ARTS**

Area: **CREATIVE ARTS (CA)**

Date: \_\_October 28, 2012\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

College: \_\_\_\_\_\_Honors\_\_\_\_\_\_\_\_\_

Department: \_\_Honors\_\_\_\_\_\_\_\_\_\_\_\_\_

Catalog Abbreviation: \_\_HNRS\_\_\_\_\_\_

Catalog Title: Exploring Key Concepts in the Creative Arts

Course Number: \_\_2020\_\_\_\_\_\_\_\_\_\_\_\_\_

Credit Hours: 3

Substantive: \_\_\_X\_\_

New: \_\_X\_\_\_

Revised: \_\_\_\_\_\_

Renewal: \_\_\_\_\_

Effective Semester: \_\_\_\_\_\_\_\_\_\_\_\_

Course description as you want it to appear in the catalog:

This course will focus on the history and development of a central concept in the Creative Arts, using original sources as the primary class texts.

This course will explore music as seen through the lenses of Plato’s “Big Three”: The Good (music in society), The True (scientific nature of music) and The Beautiful (aesthetics and meaning of music). In the theory part of the course we will discuss how music appears in the Big Three, and also how it relates to the other arts. For the lab part, students will produce two original works involving the creative use of music. For example, they might write a song, produce and score a short film using original or existing music, or devise and conduct a creative experiment on the effects of music on health.

**Creative Arts General Education**

**Foundational Principles**

1. We believe the arts and humanities play a fundamental role as tools for the analysis, interpretation, creation, and expression of human ideals, challenges, and desires across cultures.
2. Perspectives from the arts and humanities apply to other academic disciplines and to society at large.
3. We value open inquiry into complex problems, and the ability to reflect on, analyze, and appreciate diverse viewpoints and schools of thought.

Although the broad foundational principles outlined above are explored in both Creative Arts and Humanities courses, important distinctions of emphasis characterize these two branches of knowledge. The specific learning outcomes for the two areas are laid out in the forms for each area.

**Creative Arts General Education Student Learning Outcomes**

*Objective 1:* Students will create works of art and/or increase their understanding of creative processes in writing, visual arts, interactive entertainment, or performing arts.

Justification: The focus of the course is to experience and study the power of music as a means of communication by creating original artistic projects. Through lectures, group discussion, readings, in-class journals and projects, students will engage deeply in the process of creating art that uses music as an integral part. The projects serve as springboards for the study of: 1) The elements of music and how to compose and use music; 2) The science and philosophy of music; and 3) An understanding of music’s role in society.

*Objective 2:* Students will demonstrate knowledge of key themes, concepts, issues, terminology and ethical standards employed in creative arts disciplines. They will use this knowledge to analyze works of art from various traditions, time periods, and cultures.

Justification: The framework for the study of music is Plato’s “Big Three”: The Good, The True, and The Beautiful. The Good corresponds to the role of music in society; The True to the scientific side; and The Beautiful to the meaning of music as a personal experience. The creative music projects can take several forms: original compositions, adapting extant music as a score for visual images or lyrics, and more. This flexibility provides several access points for students with different experience levels of music. The projects are used as means to explore and understand the science, society and personal aesthetics of musical communication.

**COMPLETE THE FOLLOWING**

1. Has this proposal been discussed with and approved by the department?

Yes, the Honors Steering Committee and the Department of Performing Arts have approved the course.

2. List those general education courses in other departments with similar subject matter and explain how this course differs.

The only course that is vaguely similar is the Music Gen Ed offering: Music, the Arts & Civilizations (Music 1043). That course is a general survey of mostly Western music as it relates to the other arts. A major difference is that Music 1043 satisfies a Humanities Gen Ed requirement whereas the Music in Society, Science & Psyche (Honors CA 2020) satisfies a Creative Arts Gen Ed requirement. Honors 2020 requires of the students that they produce two creative projects during the semester, thus entering the rich, challenging and creative aspect of music. Music 1043 has no such requirement.

The structure and content of the two classes are quite different as well. The Honors course is built around the Platonic idea of the value spheres of The Good (Culture), The True (Nature) and The Beautiful (Experience). Music 1043 course only spends about one week on these ideas, and is more of a chronological survey.

Philosophy has courses that teach Plato, and another course on Aesthetics. After sharing with Philosophy Professor Robert Fudge the hands-on creative and academic content of this course, he wrote: "This doesn't sound at all like there's much overlap with our courses and I would certainly have no problem with it being approved."

3. If the proposed new general education course affects course requirements or enrollments in other departments, list the departments and programs involved and attach comments from each.

This new course will not affect requirements or enrollment in other departments.

4. Attach a syllabus of the course. Include the number of contact hours per week and the format of these hours (e.g., lecture, lab, field trip, etc.).

**New Courses Only:**

5. Explain how you will assess student learning outcomes associated with this course

Student learning outcomes will be assessed through:

Listening Exams

Creative Projects

Mid-Term Exam

Class Participation and In-Class Journal

Final Exam

**Current General Education Courses and Existing Courses Seeking General Education Status:**

6. Explain how you have assessed the applicable or identified student learning outcomes associated with this course. (Attach General Education Assessment Data)

The learning outcomes associated with this course are those approved by the Curriculum Committee and the General Education Committee for Creative Arts courses.

7. How has this assessment information been used to improve student learning?

Honors faculty teaching Gen Ed Honors classes are required to state the Gen Ed learning outcomes in their syllabi. They are asked to administer assessments at the beginning and end of the semester. These tests are used as the basis for an end-of-semester report indicating how effectively students achieve the stated learning outcomes. Faculty find this report a useful way to see what worked and what didn’t in their particular class. We keep those reports and related artifacts on file.

Honors also administer student evaluations at the end of every semester. The Honors Director reads all the student assessments, and then writes a formal letter to the faculty member, quoting from the student comments period. The student assessment opens the door to conversations with faculty about needs for change or improvement to a course, and lets our program know if there are courses that are not reaching an acceptable level and should be dropped. They also encourage faculty who are enriching students through their courses.

GENERAL EDUCATION COURSE APPROVAL PAGE

**Approval Sequence:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Department Chair/Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Dean of College/Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

University Curriculum Committee/Date

Passed by Faculty Senate\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date