

**MUS 1800 Music Appreciation**  
Primary Research Assignment  
With Critical Information Literacy Component

*(Submitted on February 3, 2020 by Dr. Todd A. Johnson)*

## **Overview**

MUS 1800 Music Appreciation will require all students to complete a multi-part research assignment. Because of the large enrollment anticipated per semester (200) in this General Education course, much of the assignment will be completed in groups and use peer evaluation of work. The assignment will serve as the primary activity for satisfaction of General Education Learning Outcomes (GLOs) for Critical Information Literacy (CLI) and for Global Perspectives (GP).

## **Learning Outcomes for CLI**

Specific GLOs:

1. Students will search for information strategically at an “emerging” level.
2. Students will select authoritative sources that are relevant to the information needed at an “emerging” level.

Related course-level learning outcomes:

1. Students will compare searches from several specified and varied databases, including both public and subscription types, extracting several possible sources for the assignment. They will evaluate the relative merits of each database in providing information needed for the assignment.
2. Students will classify the gathered sources according to the authority, purpose, and audience for each, then select the sources most relevant to the needs of the assignment.

## **Learning Outcomes for GP**

To be determined as a product of the Global Perspectives workshop on February 21.

## **Detailed outline of the assignment**

The assignment will require students to analyze an example of Brazilian samba music and then find and compare it with an example of American popular music with similar purpose, aesthetic meaning, or artistic content. Part 1 of the assignment will require students to individually study a peer-reviewed scholarly article on the subject of Brazilian popular music, search varied databases (see above) for potentially relevant additional sources, then summarize, classify, and evaluate those sources (see learning outcomes above) for potential use in their research. Students will choose one “most relevant” source to submit for the next part of the assignment. Part 2 of the assignment will require student groups to review and provide feedback on the relevance of sources identified by individual group members in Part 1.

Part 3 of the assignment will require student groups to apply the sources of information previously gathered to analyze of the meaning of the Brazilian song’s lyrics, considering especially the cultural, economic, and social context in which they were composed. In addition, groups will also evaluate the ways in which musical content in the recorded performance contributes artistically to the expression and meaning of the song’s lyrics. The instructor will grade and provide feedback for each group’s work in this part.

In Part 4, student groups will select a particular performance from American popular music for comparison and contrast with the earlier Brazilian example. The instructor will provide a select list of possible genres and artists from which to choose. Students will then use knowledge and skills gained in Parts 1 and 2 to identify possible American examples and find relevant and authoritative sources to inform them in comparing the American and Brazilian performances. Student groups will then submit their written comparison, including a justification for picking a specific American performance, and the instructor will grade and provide feedback for each group’s work.