San Bernardino Valley College

DISTANCE EDUCATION ADDENDUM

COURSE ID:	MUS 122H Music History and Literature - Classic through Contemporary - Honors
DEPARTMENT:	Music
SUBMITTED BY:	Margaret Worsley
DATE SUBMITTED:	06/15/2020

For additional resources on completing this form, please visit the DE Website:
www.valleycollege.edu/onlinefacultyresources

1. **Please select the distance education method that describe how the course content will be delivered.**
   Check ALL methods that will be used for offering this course, even if previously approved.
   ☒ FO – Fully Online
   ☒ PO – Partially Online
   ☐ OPA – Online with In-Person Proctored Assessments
   ☐ FOMA – Fully Online with Mutual Agreement

2. **In what way will this course, being offered in distance education format, meet the needs of the campus?**
   (Ex: Student Access, Campus Strategic Plan, Campus Mission Statement, Online Education Initiative (OEI), Student Equity, Student Needs). Please be specific.

   By being available online, this course will meet the need for student access, the Campus Strategic Plan (mentioned in Music's latest EMP and Program Review, a goal to increase online offerings is explicitly stated), the Campus Mission Statement (offering World Music online directly aligns with "a commitment to provide high-quality education, innovative instruction, and services to a diverse community of learners" as this class is high-quality education and an online format is considered innovative), and fills a gap from an Equity perspective in offering another Music course, and in this case an Honors Music course, online which can be taken by students who prefer or need online classes.

3. **Will this course require proctored exams?**
   ☒ No
   ☐ Yes - If yes, how?

4. **How will the design of this course address student accessibility? Are you including any of the following?**
   ☒ Captioned Videos
   ☒ Transcripts for Audio Files
   ☒ Alternative Text for Graphics
   ☒ Formatted Headings
   ☐ Other – If other, please explain.

5. **Provide a specific example of how the instructor will provide synchronous office hours for distance education students? (Ex: Online Conference Tool, Cranium Classroom, Zoom, Pisces, Skype, etc.)**

    > Office Hours will be provided at least once-a-week in synchronous format, either through Zoom, telephone, or in-person. It should be noted that instructor preference is not limited to these three options, as they may use comparable alternative tools with the advisory being "in real time." Email is not considered synchronous in this context.

6. **Provide a specific example of how this course's design ensures regular and effective instructor-student contact? (Ex: Threaded discussion forums, weekly announcements, instructor prepared materials, posting video and audio files, timely feedback on exams and projects, synchronous online office hours, synchronous online meetings, synchronous online lectures, etc.)**

    > Specific examples of regular and effective instructor-student contact in this course include the use of weekly threaded discussions that are moderated regularly by the instructor, weekly announcements of upcoming content and deadlines sent by the instructor with comments by students enabled in threads, at least one hour of synchronous commitment by the instructor in office hour form or webinar, and other scenarios made by the instructor.

    https://www.valleycollege.edu/online-classes/faculty-resources/reg-effective-contact.php

7. **Provide a specific example of how this course will ensure regular and effective student-student contact? (Ex: Threaded discussion forums, assigned group projects, threaded discussions, Notebowl, peer-to-peer feedback, synchronous online meetings, etc.)**

    > Specific examples of regular and effective student-student contact in this course include the use of weekly threaded discussion forums, assigned group projects, peer review assignments, the use of breakout rooms, and other methods the instructor sees fit for students to communicate with each other.

8. **Describe what students in this online version of the course will do in a typical week on this class. Include the process starting after initial log in.**

    > Students will access their MUS 122 course through the LMS and be directed to a main page of necessary tasks, either in the form of a To-Do list, Announcement, or other directive. The course will be divided into Modules or sections which correlate to the textbook used (if applicable) and syllabus. Each week, content material presented and assignments required will correspond with the course description, outcomes, and objectives. Defining the elements of music (rhythm, meter, tempo, dynamics, harmony, melody, texture, form, timbre) in general and with regard to specific music compositions, analyzing music compositions with regard to genre and style, comparing music compositions of different historical periods, aurally identifying the historical period, the genre, and in some cases, the composer of given music selections, analyzing the role of music and composers in society, including historical and cultural perspectives, evaluating the validity of music as an art form and its significance to a multicultural society, Evaluate and research the validity of music as an art form from a historical perspective (Romantic Period) and its significance to its surrounding culture and society, and comparing and contrasting the symphony from Haydn (Classical Composer), Beethoven (Transitionalist Composer), and Mahler (Romantic Composer) will all be introduced either synchronously or asynchronously per the instructor's preference. Given the

content, it is reasonable to require weekly readings, weekly assignments, discussions and/or peer review of material, and weekly or regular assessments through quizzes and exams. Some third-party sources may be used by the instructor to supplement learning, i.e. publisher's integrated tools.

9. **Provide a sample statement that could be included in the syllabus for this course that communicates to students the frequency and timeliness of instructor-initiated contact and student feedback.**

A sample statement might look like: "I will be posting Announcements weekly on our upcoming Lessons, Assignments, and Assessments. Upon submission of Assignments, the student may expect feedback within 7-10 business days through the form of private comments. Students may also message directly through LMS messenger or email questions or concerns, which will be responded to within a 24-hour period."

A statement will also be included in the syllabus about technology requirements which should include a web cam and standard class supplies such as the textbook.

10. **Provide a specific example of how regular and effective student-student interaction may occur in this online course.**

One example of regular and effective student-to-student interaction may be the inclusion of moderated Discussion Boards. Assignments will be given and submitted by students, with a requirement of two or more responses to others for full credit on the assignment. Engagement between students would consist of constructive comments, feedback, and questions to and from each other.

11. **Provide a specific example of how regular and effective instructor-student interaction may occur in this online course.**

One example of regular and effective instructor-to-student interaction would be feedback through the comments section of a student's assignment. For example, if an instructor creates an assignment about analysis of a song's lyrics to be submitted by the student in the form of a handout (acceptable file formats are up to the instructor), the instructor would grade and asses the submission, and give individual feedback about this assignment in a timely manner.

12. **Does this course include lab hours?** ☒ No ☐ Yes – If yes, how are you going to accommodate the typical face to face activities in an online environment?

13. **How will you accommodate the SLO and Course Objectives in an online environment?**

Each week, content material presented and assignments required will correspond with the course description, outcomes, and learning objectives. Students will demonstrate an understanding of the later classical music repertoire by defining its elements (rhythm, melody, harmony etc.) with regard to specific music compositions, and will demonstrate an understanding of the evolution of later classical music by comparing musical compositions of different historical periods— all introduced either synchronously or asynchronously per the instructor's preference. Given the content, it is reasonable to require weekly readings, weekly assignments, discussions and/or peer review of material, and weekly or regular assessments through quizzes and exams. Some third-party sources may be used by the instructor to supplement learning, i.e. publisher's integrated tools.

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14. **Are modifications needed to SLOs or Course Objectives in order to teach this course in the online modality?**
    ☒ **No**   ☐ **Yes – If yes, please explain the changes needed.**
    (It is advised that if you are changing course content or objectives that you speak with the Curriculum Co-Chair or Articulation Officer for guidance moving forward.)

To be completed by a member of the Curriculum Committee Review Team:

CURRICULUM CHAIR REVIEWED:		☐ YES ☐ NO
DE REVIEW:		☐ YES ☐ NO
CURRICULUM COMMITTEE DIVISION REPRESENTATIVE REVIEWED:		☐ YES ☐ NO