

Music 100: Spring 2010 SLO

One of the SLO's for Music 100 is: 1. Apply listening skills developed in class to identify composer, era and/or genre from a given short musical example.

All the students were able to identify specific instruments from a standard classical orchestra on an exam via multiple choice question after hearing examples played.

The problems with the music 100 course were well documented during the course term and after in the exit interview process. The students did not have sufficient English skills for a college level humanities course. Their writing skills were not at the level for college work and they did not have sufficient world history to understand stylistic periods such as the Middle Ages, Renaissance and Baroque periods. They did not possess the vocabulary necessary for college level work. The students did not receive the same course nor did they display the skills needed for a college course that a sophomore in the Early College High School student does.

The best way to better prepare the students for higher learning and humanities courses is to either wait and offer the course after they have a much higher English proficiency level or make sure their English level is much higher when they begin. They would also benefit from some sort of general world history course before taking a humanities course.

The staffing problems were discussed at length during and after the course last year. The most detrimental event to the course were the promises made regarding music and computer access that were not completed or fulfilled. In the future, on site facilitators must follow through with the requirements for each course.

Please let me know if you need any further information.

Best wishes,
